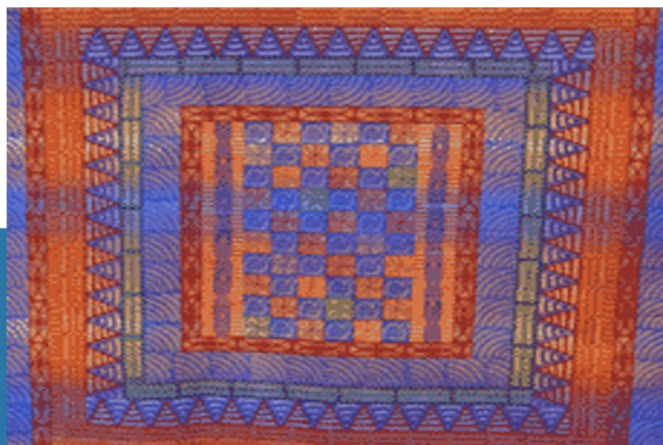


FUNDED BY THE UNITED STATES  
DEPARTMENT OF LABOR

# Independent Midterm Evaluation of the Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Program in Guinea

World Education

Cooperative Agreement Number: IL-I7766-08-75-K



2011

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## ACKNOWLEDGEMENTS

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This report describes in detail the midterm evaluation, conducted during January 2011, of the Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Program in Guinea. The report was prepared by ICF Macro, according to agreements specified in its contract with the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of the SELECT project in Guinea was conducted and documented by Bjorn Harald Nordtveit, an independent evaluator in collaboration with USDOL/OCFT staff, the SELECT project team, and stakeholders in Guinea. ICF Macro would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, World Education and its partners, and U.S. Department of Labor.



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## LIST OF ACRONYMS

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AME	<i>Association de Mères d’Enfants</i> (Mothers’ Association)
APEAE	<i>Association des Parents d’Elèves et Amis de l’Ecole</i> (Parent Association)
CAAF	<i>Centre d’Appui à l’Auto-promotion Feminine</i> (Vocational Training Center in N’Zérékoré)
CCLEE	Combating Child Labor and Exploitation through Education (USDOL-funded, Save the Children-implemented prior EI project in Guinea)
CLEF	<i>Comité Local de Protection des Enfants</i> (Local Child Protection Committee)
CLP	<i>Comité Local de Protection</i> (Regional Child Protection Committee)
COLTE	Constitutive Assembly of the NGO Coalition to Combat Trafficking of Persons
EI	Education Initiative
FEGUIPAE	Federation of Guinean Parents Associations (APEAEs)
GROUMPEG	<i>Groupe National Média pour l’Education des Filles</i> (National Media Group for Girls’ Education)
ICRC	International Committee of the Red Cross
ILAB	Bureau of International Labor Affairs
ILO	International Labour Organization
INGO	International Non-governmental Organization
IOM	International Organization for Migration
IPEC	International Programme on the Elimination of Child Labour
Nafa	“Second-chance school” (3-year nonformal education and vocational training center)
NGO	Non-governmental Organization
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
SELECT	Stop Exploitive Labor and Educate Children for Tomorrow Program in Guinea
STD	Sexually Transmitted Diseases
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
USDOL	United States Department of Labor
WEI	World Education International
WFCL	Worst Forms of Child Labor
WFP	World Food Programme

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## EXECUTIVE SUMMARY

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On September 30, 2008, World Education received a 3-year cooperative agreement worth US\$3.5 million from the United States Department of Labor (USDOL) to implement an Education Initiative (EI) project in Guinea. The project aimed to withdraw 3,930 children from exploitive child labor and prevent an additional 3,930 children at risk of entering into exploitive child labor, including trafficking, by providing direct educational services and vocational training, among other services. World Education worked in cooperation with three international non-governmental organizations (INGOs)—Plan International, ChildFund International, and SageFox Consulting Group—and subcontracted some of the direct implementation work to six local non-governmental organization (NGO) partners. The project used a range of strategies to achieve five goals in line with USDOL’s Education Initiative:

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.
2. Strengthening policies on child labor and education, as well as capacity building.
3. Raising awareness of the importance of education for all children.
4. Supporting research and the collection of reliable data on child labor.
5. Ensuring the long-term sustainability of these efforts.

The Republic of Guinea, despite possessing major mineral, hydropower, and agricultural resources, remains one of the world’s least developed countries. The United Nations Development Programme’s Human Development Index 2010 classifies Guinea among the poorest of poor countries (156 out of 169), with an estimated 82.4% of the population living in multidimensional poverty and 70.1% living with less than US\$1.25 a day (2000–2008). Though Guinean law made education compulsory and free in 1984, primary school enrollment remains low. This is principally due to parents’ inability to meet the associated costs of schooling and the need for children to contribute to the family income. More boys than girls are enrolled in school, and girls are often withdrawn from school early, either to work or to marry. In 1986, the Ministry of Education created *Association des Parents d’Elèves et Amis de l’Ecole* (Parents’ Associations, or APEAEs) to provide stronger links between schools and their communities and to give parents some control over their children’s education. World Education has been working with these associations for a number of years to promote the value of education and encourage community participation in the education process.

Children who are not attending school are often working in agriculture, including subsistence farming, herding, fishing, and the production of crops, as well as in domestic service. Boys and girls work in the diamond and gold mines, and are exposed to hazardous conditions and work. In urban areas, children work in the informal sector in vending and transportation. Girls perform domestic labor, carry heavy loads, and are not paid for their work. Children who work are reportedly beaten and sexually exploited. Guinea is a source, transit, and destination country for trafficking in children. Most children are trafficked internally, with boys being trafficked for

forced labor and girls for forced domestic labor and sexual exploitation. Children are also trafficked to neighboring countries for domestic labor, mining work, and sexual exploitation, and to Europe for sexual exploitation.

The Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Program in Guinea aims to address these issues in three regions that have a lower education enrollment than the national average: Faranah, Kindia, and N'Zérékoré. The project was implemented in September 2008 and was due for midterm evaluation in the beginning of 2010. However, because of political problems related to the presidential elections, the project evaluation was postponed until January 2011. To perform this evaluation, various sources of information have been reviewed to establish validity. In all, the evaluator met with and interviewed nearly 300 individuals (168 adults and 128 children). The findings of the evaluation were presented at a stakeholder meeting, constructed as a member-check and peer-debriefing session to verify whether the conclusions from data analysis and fieldwork were accurate.

The project was initially delayed because of the 2008 coup, but the staff members, together with the *Comité Local de Protection des Enfants* (Local Child Protection Committee, or CLEF), have been very effective in identifying and providing services to project beneficiaries, and the project is now largely on track. During the evaluation fieldwork, the partners said that they could achieve the project goals within the timeframe of the project, albeit some partners said the project could benefit from an extension. Some project components had not been implemented at the time of the evaluation (see also Section 5.2.2), including the provision of some training modules; establishment of curricula and chain analysis research for apprenticeships; organization of a national forum; and the birth registration awareness-raising campaign. The main delays are seen in the Forest Zone (N'Zérékoré), since this region was of particular sensitivity during the election period. These activities are scheduled to take place in the spring of 2011 and will likely be completed by the end of the project. The lack of curricula for the apprenticeships may have reduced the effectiveness of this component. Also, some apprentices were trained in fields that are oversupplied, which may lead to difficulties finding adequate employment.

In general, the evaluation found that the project adequately supports all five EI goals, with the partial exception of Goal 3, "Strengthen national institutions and policies on education and child labor." Direct policy work with the government, although planned in the project document, was not feasible because of the USDOL constraints on direct collaboration with the Guinean government. SELECT was able to continue services in Guinea despite the coup because the U.S. Government considered the project to be conducting humanitarian services. The project indirectly supported policies and national institutions through its work with the Constitutive Assembly of the NGO Coalition to Combat Trafficking of Persons and the Federation of Guinean Parents Associations. The project did not cooperate with the Guinean government. At times, members of the Guinean government were involved in meetings strictly in an observational capacity.

The project strategies are based on community participation, through the creation and/or empowerment of community structures, such as CLEFs and APEAEs. Moreover, the poverty alleviation strategies that accompany the project consist of training *Associations des Mères des Enfants* (Mother Associations, or AMEs), which are structures that bring together representatives from various women's associations in a given community, in a sort of *superstructure*. AMEs are

trained in fundraising and microcredit, and also in vocational skills. However, the six project-created AMEs could only address poverty issues for a very limited number of parents and caregivers. Hence, one weakness in the project design is its failure to address the poverty, which is a daily reality of its target communities. Parents are asked to withdraw their children from exploitive labor, thereby losing the children's contribution to the family income. In addition, they are asked to send their children to school with the additional costs that this incurs. While the provision of school supplies from the project helps to some extent, this support will cease with the end of the project.

The core project activities designed to meet the objectives of withdrawal and prevention from the worst forms of child labor (WFCL), including trafficking, consist of the following components:

1. **Support to primary education, currently in 154 communities.** Direct services include (1) provision of educational kits to compensate for direct costs of education; (2) quality components, such as the assignment of a tutor or a female role model to raise awareness and follow up on students' schooling; and (3) organization of revision classes for children in examination years. Additionally, school canteen services are being organized in one region in conjunction with World Food Programme services.
2. **Provision of literacy education, currently covering 49 communities.** Direct services include the recruitment of two literacy teachers (alphabétiseurs) in each community and the organization of literacy classes. In some areas, these community literacy teachers are also providing literacy classes to Nafa centers. Nafa centers, or "second-chance schools," are 3-year nonformal education and vocational training centers.
3. **Support to 10 Nafa centers.** Direct services include support to students (kits) as well as to the center by providing such items as sewing machines, materials for coloring cloth (teinture), and some consumables.
4. **Support to apprenticeships through contract setup with 181 employers.** Direct services include support to students (toolkits) as well as to the employers. Other services include literacy training through the community literacy course mentioned above.
5. **Establishment of three transit centers.** These centers are specifically targeted to children who have been separated from their families or are without family. Some may have been trafficked or may have lost their parents and found themselves on the street. The transit centers enroll these children and provide them with medical attention, food, and training while the center administration searches for a permanent situation for the children, usually by the reconnecting the child with his or her own family, or with family members or other caregivers.

These activities are relevant to addressing WFCL and trafficking in Guinea, and the project had successfully withdrawn 3,369 children at the time of the evaluation (86% of target) and prevented 2,908 (74% of target) from entering. The "direct action" activities are accompanied by other initiatives, such as forums for actors involved in child protection work, curriculum development activities, and research. Moreover, infrastructure support subcontracts to 28 schools allowed certain buildings to be repaired, and latrines, water pumps, and/or desks to be built or repaired—all

with the aim of creating safer schools. For monitoring and evaluation, the project has made use of FieldLink, an effective monitoring system developed by SageFox Consulting. However, the software and database have some important drawbacks. First, it is accessible only when the user is online. Some of the NGOs have had problems with the computerization and use of the datasets, since they lacked regular internet access. Another problem is related to the monitoring part of FieldLink, since the computerization of the tracking forms was not activated at the time of the evaluation. The monitoring forms were installed in FieldLink in November 2010, but the project staff were not trained to use the forms until February 2011 because SageFox personnel could not travel to Guinea in November or December 2010 because of the political instability and security concerns. The midterm evaluation fieldwork took place in January 2011. The tracking of the children has therefore not been computerized, although it is systematic; CLEF members' follow up on the children and the submit trimestral reports. Hard data on dropout and the children's current work situation were not available at the time of the evaluation.

The evaluator found that the project is cost-effective in terms of the project outcomes as a project that addresses child labor and WFCL. The cost-effectiveness of this particular project must be seen in light of its politically difficult context; in this environment, the project team has acted with cultural sensitivity and appropriateness. The project's good practices include the following:

- Use of *faire-faire* ("to make do") outsourcing procedures to choose the best local NGOs, some of which will continue their work beyond the scope of the project
- Use of participatory approaches, starting from an initial community participatory diagnostic
- Creation of a diploma certifying a person to be "autonomous" in literacy
- Setting up of contracts with employers for vocational training
- Medical checkups for children in transit centers

The aforementioned examples of good practices could be replicated in other projects in Guinea or internationally. In terms of challenges, the evaluation fieldwork identified a number of issues that could be improved or changed. These issues were related to the project's design, implementation, and possibilities for sustainability. The following recommendations emerged from these challenges:

1. Investigate working on trafficking axes—departure areas, transport routes, and transit areas, as well as recipient areas—for future projects to reduce the trafficking problem in Guinea. However, for this specific project, the evaluator recommends consolidating the current project activities. Project implementation strategies should not be changed at this point.
2. Investigate the feasibility of providing training to project beneficiaries' family and caregivers on income-generating activities.

3. Seek ways to train CLEFs and APEAEs in income-generating activities and/or fundraising, so they can be self-sustained.
4. Study the issue of dropouts caused by failure to pay APEAEs. In most cases these fees are paying community teachers and school maintenance. If the problem is widespread, seek to define policies on how to address it.
5. Investigate practices of *work for grades* (including *sex work for grades*) and devise strategies to eliminate them.
6. Investigate the creation of various work, study, or play activities that allow children's work, play, or study to be adequate and monitored in designated and "protected" areas during weekends and holidays.
7. Explore the financing of income-generating activities and training for parents and caregivers to improve the sustainability of project activities and to ensure that children are effectively withdrawn from WFCL.
8. Implement World Education's "chain supply" study of demand to see whether it is possible to diversify the offerings of vocational training and apprenticeships at the end of the project. (It should be noted that SELECT has already conducted an inventory of all existing occupations and among these options, children have the opportunity to choose the occupation they want.)
9. Computerize follow-up forms on direct beneficiaries to gain better knowledge of dropout and success rates.
10. Closely monitor the beneficiary selection process and strive to select the most vulnerable children.
11. Hold talks between the consortium and its partners to discuss the possible need to ask for an extension of project activities to finalize actions. It is not recommended that the project accelerate the pace of implementation by reducing implementation quality.
12. Develop a very clear exit strategy and, for future projects, evaluate the possibility of integrating income-generation activities for poor families to compensate the opportunity costs lost when children are withdrawn from work.
13. Strengthen cooperation with government institutions when the constraints on direct collaboration ease.
14. Cooperate with SageFox to seek ways to make FieldLink a tool in project monitoring work. seek ways to convert it to a database that can be used by stakeholders, especially the local NGOs, after the project's end. The paper-based monitoring tools, such as the use of the community registers by the local CLEFs, are intended to continue beyond the life of the project.

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# I      **CONTEXT**

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## **1.1      INTERNATIONAL CONTEXT**

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the United States Department of Labor (USDOL). OCFT activities include researching international child labor; supporting U.S. Government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, U.S. Congress has appropriated over US\$780 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects that combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate the worst forms of child labor (WFCL) as defined by the International Labour Organization (ILO) Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.
2. Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.
3. Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.
4. Supporting research and the collection of reliable data on child labor.
5. Ensure the long-term sustainability of these efforts.

The approach of USDOL's child labor elimination projects—decreasing the prevalence of exploitive child labor through increased access to education—is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering into exploitive labor. USDOL reports annually to U.S. Congress on a number of indicators. As these programs have developed, an increasing emphasis has been placed on ensuring that the data collected by grantees is accurate and reported according to USDOL definitions. In the appropriations to USDOL for international child labor technical cooperation, U.S. Congress directed the majority of funds to support the two following programs.

## ***1. International Labour Organization's International Programme on the Elimination of Child Labor (ILO-IPEC)***

Since 1995, U.S. Congress has earmarked some US\$450 million to support ILO-IPEC, making the U.S. Government the leading donor to the program. USDOL-funded ILO-IPEC projects to combat child labor generally fall into one of several categories:

- Comprehensive, national timebound programs to eliminate WFCL in a set timeframe
- Less comprehensive country programs
- Sector-specific projects
- Data collection and research projects
- International awareness-raising projects

In general, most projects include “direct action” components, which are interventions to remove or prevent children from involvement in exploitive and hazardous work. One of the major strategies used by ILO-IPEC projects is to increase children’s access to and participation in formal and nonformal education. Most ILO-IPEC projects also have a capacity-building component to help build a sustainable base for long-term elimination of exploitive child labor.

## ***2. Child Labor Education Initiative***

Since 2001, U.S. Congress has provided some US\$269 million to USDOL to support the Child Labor Education Initiative (EI), which focuses on the elimination of WFCL through the provision of education opportunities. A wide range of international organizations and non-governmental organizations (NGOs), as well as for-profit firms, are implementing these projects. USDOL typically awards EI cooperative agreements through a competitive bid process.

EI projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering into child labor. The EI is based on the notion that the elimination of exploitive child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn or prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of work and/or specific regions, or may support a national timebound program that aims to eliminate WFCL in multiple sectors of work specific to a given country.

## 1.2 LOCAL CONTEXT

In Guinea, children are mostly engaged in agriculture, including subsistence farming, herding, fishing, and the production of crops, as well as domestic service. Boys and girls work in the diamond and gold mines, and are exposed to hazardous conditions and work. In urban areas, children work in the informal sector in vending and transportation. Girls perform domestic labor, carry heavy loads, and are not paid for their work. Children who work are reportedly beaten and sexually exploited. Guinea is a source, transit, and destination country for trafficking in children. Most children are trafficked internally, with boys being trafficked for forced labor and girls for forced domestic labor and sexual exploitation. Children are also trafficked to neighboring countries for domestic labor, mining work, and sexual exploitation, and to Europe for sexual exploitation.

USDOL has provided US\$7.5 million to combat exploitive child labor in Guinea, as well as an additional US\$5 million on a regional effort in West Africa that included Guinea. Before the Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Program in Guinea, the Government of Guinea and Save the Children US collaborated on a 4-year, USDOL-funded US\$4 million project that ended in September 2008. The project, Combating Child Labor and Exploitation Through Education (CCLEE), withdrew 3,594 and prevented 1,206 children from exploitive labor in agriculture, domestic service, small-scale mining, and commerce by providing formal and nonformal education.

The Republic of Guinea, despite possessing major mineral, hydropower, and agricultural resources, remains one of the world's least developed countries. The United Nations Development Programme's Human Development Index 2010 classifies Guinea among the poorest of poor countries (ranked 156 out of 169), with an estimated 82.4% of the population living in multidimensional poverty<sup>1</sup> and 70.1% at less than US\$1.25 a day (2000–2008). The country suffers from extensive inflation. Governance is poor and Guinea is listed in Transparency International's most recent corruption index (2009) among the most corrupt countries in the world (ranked 173 out of 180). Government workers are poorly paid, with salaries often in arrears and failing to cover the cost of basic food requirements.

The problems related to food and employment that the population faces resulted in a series of national strikes and demonstrations during 2007 and 2008, leading to widespread social unrest. This situation worsened with President Lansana Conté's death on December 22, 2008, and the following military *coup d'état* by Captain Moussa Dadis Camara on behalf of a group called the National Council for Democracy. Captain Camara—taking the role as president—and a consultative council said to be composed of civilian and military replaced the government and institutions of the republic, but failed to reestablish order. On September 28, 2009, the military opened fire on demonstrators at a soccer stadium in the capital city of Conakry, after having declared that demonstrations were illegal the previous day. About 157 demonstrators were estimated dead and subsequent violence escalated. On December 3, 2009, Captain Camara suffered a head wound in an assassination attempt in Conakry, for which he was treated in Morocco. He never returned to the presidency. In January 2010, from Ouagadougou, he

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<sup>1</sup> The United Nations Development Programme-established the Multidimensional Poverty Index, which identifies multiple deprivations at the individual level in health, education, and standard of living. See the United Nations Development Program. *Human Development Report 2010*.

participated in planning the Guinea's return to civilian rule. The military agreed not to oppose free elections, and on January 21, 2010, the military junta appointed a government to lead up to the elections.

The first round of elections took place on June 27, 2010, with a second round on November 7, 2010. With 53% of the votes, Alpha Condé was declared the winner and the new President of Guinea in December 2010, after months of ethnic tensions and unrest during the electoral process. The two main candidates represented the two largest population groups in Guinea—the *Peul* and the *Mandinka* (Malinke)—and tensions around the elections led to worries about a generalized ethnic conflict. However, the situation calmed down after a state of emergency was declared in December 2010. With the new government, international relations also improved. The U.S. Government had initially condemned the December 23, 2008 *coup d'état* and suspended all aid to Guinea, except for humanitarian assistance and programs in support of the democratic process. Existing projects, such as SELECT, had been allowed to continue but were not allowed to maintain direct communication with the government, which created a unique implementation context for the project. With the new government, it is expected that the U.S. Government will ease these implementation constraints on direct collaboration, but at the time of this evaluation, it had not yet done so.

### 1.2.1 Education

Though Guinean law made education free and compulsory in 1984, primary school enrollment remains low. This is principally due to parents' inability to pay the associated costs, and the need for children to contribute to the family income. More boys than girls are enrolled in school, and girls are often withdrawn from school early, either to work or to marry. In 1986, the Ministry of Education created the *Association des Parents d'Elèves et Amis de l'Ecole* (Parents' Associations, or APEAEs) to provide stronger links between schools and their communities, and to give parents some control over their children's education. World Education has been working with these associations for a number of years, with funding from the United States Agency for International Development (USAID), to promote the value of education and encourage community participation in the education process. Over the past 15 years, there have been several national education programs promoting universal education, and some progress has been made. However, only an estimated 29% of adults older than age 15 are literate (43% of men and 18% of women),<sup>2</sup> and the country still has a long way to go to achieve the goal of Education for All.

A number of initiatives have addressed the shortcomings of the formal school system. In addition to strengthening the formal education sector, the government, assisted by the United Nations Children's Fund (UNICEF), created Nafa centers (i.e., 3-year nonformal education and vocational training centers or "second-chance schools"), which give young people who have dropped out or never attended school a second chance to acquire basic literacy, numeracy, and vocational skills. These centers also enable children to reenter the formal schooling system. The government originally created Nafa centers to improve girls' schooling in recognition of a lack of provisions responding to their needs. Girls have always been prioritized in Nafa admissions, and the overwhelming majority of students enrolled are female. The centers usually offer a 3-year course. Once admitted, one cohort of girls will attend the center for 3 years, after

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<sup>2</sup> UNESCO. (2010). *Education For All Global Monitoring Report, 2010*. Data covering 2000–2007.

which a new cohort of students will be admitted. Some of the Nafa centers admit students every year and can cater up to three classes. Various institutions in Guinea also offer adult and adolescent literacy classes. These literacy programs are usually of much shorter duration than the Nafa centers' 3-year curriculum and rarely exceed 1 year.

### **1.2.2 Exploitive Child Labor**

The combination of a fragile economy, a weak education system, and the absence of a formally regulated labor sector makes child labor omnipresent in Guinean society. A study commissioned by ILO in 2006 found that in a random sample of 6,037 children age 5 to 17, 73.4% worked, and it was estimated that 68.2% were engaged in WFCL. This study found that the main cause for child labor was poverty. Additionally, a large percentage (22.4%) of the children interviewed had been trafficked, both internally and from other countries.<sup>3</sup> However, the country's statistics are not reliable, and it is difficult to estimate the number of working children in the country. International immigration and trafficking exasperate the problem. Children's work activities range from household chores to exploitive labor that impinges on children's health and development. These activities include subsistence farming, small-scale commerce, mining, and domestic labor. Most rural children work at home or in the fields, while urban children work primarily in small-scale commerce. The perception that cities offer better pay and working conditions has created a rural exodus, especially toward Conakry or to other major centers, with the ultimate goal of reaching Conakry. Children who leave their communities to seek more remunerative solutions in towns are more vulnerable to exploitation than their urban counterparts.

Guinea ratified ILO Conventions 138 and 182 in 2003, but while the government has spoken out against child labor, it lacks technical and financial resources, enforcement mechanisms, and reporting structures to combat the problem.

### **1.2.3 Child Trafficking**

Guinea is one of nine West African countries to sign a multilateral agreement to cooperate against child trafficking, which has become increasingly common in Guinea. A 2003 study commissioned by the Ministry of Social Affairs interviewed 2,000 working children and determined that the majority of children are trafficked for cooking and domestic work, followed by employment in mines, garbage collection, and marine work.<sup>4</sup> Children from neighboring countries are also trafficked in or through Guinea. During fieldwork, interviewees said that they believed a number of children were trafficked for organ harvesting, and were subsequently killed.

### **1.2.4 Refugees and Child Soldiers**

Guinea shares borders with Côte d'Ivoire, Liberia, and Sierra Leone, which all suffer from civil unrest or the aftereffects of war. The flow of people, including refugees and former child soldiers, across the borders of Guinea makes exploitive child labor an international concern. In recent years, a large number of relief agencies have been working with refugees in the Forest Region. As these people return to their countries of origin, the agencies are also departing,

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<sup>3</sup> Guinée Stats Plus, BIT. (2006, December). *Etude de Base sur le Travail des Enfants en Guinée*.

<sup>4</sup> Stat View International. (2003, August). *Enquête National sur le Trafic des Enfants en Guinée*.

leaving the local population to cope with the remaining youth, who are often traumatized and lack family or other social support systems. Following the contested election in Côte d'Ivoire on November 28, 2010, during which President Laurent Gbagbo faced opposition leader Alassane Ouattara, and the ensuing clashes between ethnic groups, the Forest Region is again becoming a recipient area for refugees from Côte d'Ivoire.

## II PROJECT DESCRIPTION

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On September 30, 2008, World Education received a 3-year cooperative agreement worth US\$3.5 million from USDOL to implement an EI project in Guinea. The project aimed to withdraw and prevent children from exploitive child labor by expanding access to and improving the quality of education and by supporting the five goals of USDOL EI projects, as outlined previously. World Education, in consortium with Plan International USA, ChildFund International, and SageFox Consulting Group, was awarded the project through a competitive bid process.

As stipulated in the cooperative agreement, the project targets 3,930 beneficiaries for withdrawal and an additional 3,930 children for prevention from exploitive child labor, including trafficking, by providing direct educational services, vocational training, and other services. When the 3-year cooperative agreement was signed in 2008, the aim of the project was to withdraw and prevent trafficking victims by expanding access to and improving the quality of education. The project did not expand its focus beyond trafficking until after the coup, when the project modified their project document. The project focuses on the sectors of domestic labor, agriculture (cotton, coffee, cocoa, and cashew), mining (gold and diamonds), granite quarrying, sand quarries, mangrove wood, the informal sector, and commercial sexual exploitation. Direct services are provided to children in the regions of Faranah, Kindia, and N'Zérékoré. The project's goal is to reduce the engagement of children in WFCL through the following objectives:

- Withdraw and prevent children from exploitive child labor.
- Strengthen country capacity to combat exploitive child labor and promote education.
- Raise awareness on exploitive child labor and the importance of education.
- Support research and data collection on exploitive child labor.

Some of the project's approaches and strategies to direct interventions, awareness raising, and capacity building include the following:

- Identify children at risk of exploitive child labor and trafficking.
- Offer educational services, including—
  - Formal education, such as primary schools
  - Nonformal education, such as Nafa centers, vocational training centers, and rehabilitation centers
  - Supplies
  - Apprenticeships
  - Tutoring.

- Refer children to existing recovery and rehabilitation centers and provide support to these centers. Establish transit centers.
- Conduct awareness-raising campaigns on the importance of education, and the dangers of child labor and child trafficking.
- Conduct school feeding activities that include school lunches for vulnerable children.
- Offer school infrastructure improvement projects to schools to improve school infrastructure by activities such as rehabilitating the schools and latrines, and repairing desks and water pumps.
- Disseminate project success stories in the national media.
- Increase household income through livelihoods training.
- Create and/or revitalize community and regional structures for child protection, such as *Comité Local de Protection des Enfants* (Local Child Protection Committee, or CLEFs) and *Comité Local de Protection* (Regional Child Protection Committee, or CLPs).
- Conduct research on exploitive child labor and child trafficking to inform project activities.

Each of the consortium organizations holds responsibility for one implementation region: World Education is involved in Kindia, ChildFund in Faranah, and Plan International USA in N'Zérékoré. The project makes use of partnerships with six local civil society organizations, two in each region, to implement its activities. In Kindia, the NGOs Club des Amis du Monde and Sabou Guinea are responsible for direct implementation work; in Faranah, FDD and APIC; and in N'Zérékoré, *L'Institut National pour l'Appui au Développement Rural* and MDE. SageFox Consulting Group, based in Amherst, Massachusetts, is involved in the setup of a child identification and tracking system, and supports all three regions, the consortium, and the associated six local NGOs.

The local provider organizations were selected through a bidding process that chose the six best proposals for financing, out of 21 possible proposals. The arrangement is under the name of “partnership” (*le partenariat*), or “to make do” (*faire-faire*). It is under this last name, *faire-faire*, that this implementation modality has become known in Guinea, denoting a certain type of outsourcing in which NGOs join for the purpose of delivering a project or a service traditionally provided by the public sector.

The main levels of interaction take place between communities and the service providers—the six local NGOs. The service providers are supervised and trained by World Education and its three consortium partners, who also monitor the results of the services provided in the communities. Four of the NGOs worked with Save the Children's on the previous USDOL-funded EI project in Guinea (CCLEE), and therefore have staff with prior training and knowledge of child labor. The structure of the two projects is also quite similar: both worked with APEAEs and supported Nafa centers, targeting victims of WFCL. However, SELECT also



has some distinctive features, such as the creation of three transit centers for vulnerable children who are separated from their families or who are unaccompanied, having “female role models” who follow up on children in schools (with a specific focus on preventing unintended pregnancies among girls), and, finally, revision courses that typically run after normal class hours and aim to prepare students for their exams. Also, SELECT has a very well established system of literacy classes in 49 of the project’s target communities.

The project works with the CLEFs and APEAEs in primary schools (154 schools at the time of the evaluation) and the management committees of 10 Nafa centers to enable them to differentiate between acceptable and unacceptable work for children; to identify children engaged in or at risk of exploitive labor; and to encourage and support children’s enrollment in formal or nonformal education, or vocational training. The various committees receive financial, management, and advocacy training to help them support and improve the performance of schools in their communities, thereby improving the quality of the education provided. CLEFs work hand-in-hand with APEAEs and take the core responsibility identifying at-risk and exploited children. At the regional level, the project assists with the creation of CLPs, which are generally selected by local CLEFs and APEAEs. These committees interact with the local authorities to raise awareness about child labor and trafficking. They receive training in a number of issues, included fundraising, awareness-raising methods, child protection, and birth registration.

The project seeks to withdraw 3,930 children who were trafficked or are otherwise engaged in WFCL, and to prevent a further 3,930 children at risk of engaging in exploitive child labor, by enrolling, monitoring, and supporting them in formal, nonformal, or vocational education or training programs. At the time of the midterm evaluation, the project had withdrawn 3,369 children at the time of the evaluation (86% of the target) and prevented 2,908 (74% of the target). The “direct action” activities were accompanied by other initiatives, such as forums for actors involved in child protection work, conferences and roundtables, curriculum development activities, and research. Moreover, infrastructure support subcontracts allow certain school buildings to be repaired and latrines to be built and/or repaired, to create safer schools. For monitoring and evaluation, the project is using FieldLink, a monitoring system developed by SageFox.

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### **III EVALUATION OBJECTIVES AND ORGANIZATION**

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OCFT-funded projects are subject to midterm and final evaluations. SELECT was implemented in September 2008 and was due for midterm evaluation in 2010. Because political problems related to the presidential elections, the project evaluation was delayed until January 2011. The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL cooperative agreement with World Education. All activities that have been implemented from project launch through the time of evaluation fieldwork are considered. Statistics in this report that refer to the time of “fieldwork” use a cutoff date of January 17, 2011. The evaluation assessed the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document.

This evaluation addresses issues of project design, implementation, management, lessons learned, and replicability, and provides recommendations for current and future projects. The questions to be addressed in the evaluation are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population. The purpose of the midterm evaluation is to—

1. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government.
2. Determine whether the project is on track to meet its objectives and identify any challenges encountered in doing so.
3. Provide recommendations for how the project can successfully overcome challenges to meet its objectives and targets by the time of project end.
4. Assess the effectiveness of the project’s strategies, and strengths and weaknesses in project implementation, and identify areas in need of improvement.
5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and identify steps that can be taken to enhance the sustainability of project components and objectives.

These goals have been addressed using evaluative methods based on the formative needs of the project stakeholders. The evaluation has been adapted to proactively help improve the project, as well as to retroactively judge the project’s effectiveness in reducing abusive child labor within the context of poverty. Also, an objective-based approach has been used, determining whether the objectives of the project have been achieved. For all of the above goals, a mixed-methods approach was used, including both quantitative and qualitative methods (see Section IV).

The evaluation identifies emerging lessons learned, potential good practices, and models of intervention that can serve to inform future child labor projects and policies in Guinea and elsewhere. Likewise, it serves an accountability function for USDOL and World Education. Recommendations focus on ways the project can move forward to reach its objectives and make any necessary preparations or adjustments to promote the sustainability of project activities.

The evaluation looks at the project as a whole and its overall impact in relation to its stated objectives. The activities carried out during the project implementation period are reviewed and assessed for their relevance, effectiveness, efficiency, and sustainability. To achieve these objectives, the evaluation's findings are divided into five main sections:

- **Relevance.** The evaluation considers the project's relevance to the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL.
- **Effectiveness.** The evaluation assesses the extent to which the project has reached its objectives, and the effectiveness of project activities in contributing toward those objectives.
- **Efficiency.** The evaluation analyzes whether the strategies employed by the project are efficient in terms of the resources used (inputs) compared with its qualitative and quantitative impact (outputs). A budgetary analysis and audit are outside the scope of this evaluation.
- **Impact.** The evaluation assesses the positive and negative changes produced by the project—intended and unintended, direct and indirect—as well as any changes in the social and economic environment in the country, as reported by respondents.
- **Sustainability.** The evaluation assesses whether the project has taken steps to ensure that approaches and benefits continue after project completion, including sources of funding and partnerships with other organizations and/or the government. The evaluation also identifies areas where this may be strengthened.

The primary purpose of the evaluation is to learn what is and is not working, which may have implications for the project itself, for future projects, or for the EI program in general. The evaluation is an objective inquiry, which may facilitate any necessary corrective action to be taken in future projects, and whereby any successful aspects of past experiences can be capitalized upon and possibly carried over to other projects, in Guinea or internationally.

## **IV METHODOLOGY AND LIMITS OF THE EVALUATION**

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### **4.1 METHODOLOGY**

To perform this evaluation, various sources of information have been reviewed to establish validity. These sources include (a) policy and project documents, including project progress reporting; (b) fieldwork data; and (c) research documents related to exploitive child labor and child trafficking in Guinea. The fieldwork was based on onsite interviews and group discussions. Key informants with special knowledge of the project were consulted. The interviews were based on unstructured and semi-structured questionnaires (see interview schedules in Annex A) that were conducted in an interactive manner which entailed self-disclosure on the part of the researcher and which was aimed at fostering a sense of collaboration. The results of the evaluation were further probed and investigated with key informants.

Because of the time constraints of the evaluation, a compressed research design was used, which sought to understand the project's impact on beneficiaries in the concerned communities. The interviewees, as well as the focus groups and classroom participants, can be divided into the following broad categories: (1) project personnel staff; (2) beneficiary children; (3) teachers, CLEF and APEAE members, and Nafa management committee members; and (4) other stakeholders, such as village elders, religious leaders, and concerned parents (see Annex A for a list of interviewees and meetings conducted). Because of the constraints on direct collaboration with the government, no government officials were interviewed. Otherwise, the sample was intended to give as broad a knowledge base as possible regarding the project. The sampling of interviewees was stratified, attempting to cover all categories of individuals involved in the project. The selection of communities to visit during the fieldwork was based on both random and stratified sampling. Most field visits were announced in advance, which was necessary because of the particular implementation context of the project. During some visits, the interviews were conducted with the help of a translator; otherwise, the interviews were conducted in French by the evaluator. For reasons of stakeholder confidentiality, interviews with project beneficiaries were conducted without the presence or intervention of World Education staff members.

The evaluation consisted of three main phases. Initially, there was a desk review of relevant documents, including the cooperative agreement, progress and technical reports, the performance monitoring plan and data tracking tables, work plans, and the baseline study. A conference call with USDOL staff members enabled a clear understanding of the Terms of Reference (Annex B) and the particular concerns and expectations for the evaluation. The second phase of the evaluation consisted of extensive interviews with stakeholders at all levels. During this phase, the evaluator met with staff members from the three consortium partners. One staff member from the fourth partner, SageFox Consulting, was interviewed via teleconference. The evaluator traveled to the three project regions, Faranah, Kindia, and N'Zérékoré. Meetings took place with the six NGO partners and with local project coordinators. Visits to schools and Nafa centers provided opportunities to talk to the APEAEs, CLEFs, and Nafa management committees, as well as with teachers, trainers, and other project stakeholders. All three transit centers were visited, and interviews took place with the children in these centers as well as with the centers' teachers and administrators. Discussion sessions with several groups of children were held and

supplemented by a series of question-and-answer sessions in the classroom. The following list summarizes the discussions that provided information for this evaluation (see Annex A):

- Members of the project team (World Education, ChildFund, and Plan International staff)
- Representatives from the six partner NGOs
- Nafa center staff
- Staff from APEAEs and the Federation of Guinean Parents Associations (FEGUIPAE)
- Members of CLEFs and CLPs
- Female role models
- Representatives from the USAID staff in Guinea
- School children, Nafa participants, parents, community elders, and religious leaders

The evaluator met with and interviewed nearly 300 individuals: 168 adults and 128 children—the latter being direct beneficiaries. The findings of the evaluation were presented at a stakeholders meeting, constructed as a member-check and peer-debriefing session to verify whether conclusions from the data analysis and fieldwork were accurate (see Annex C for the presentation made during the stakeholder meeting). The meeting's main objective was to verify with the respondent groups the evaluation recommendations that resulted from data collection and analysis. The findings, conclusions, and recommendations from the stakeholder meeting and debriefing meetings are included throughout the evaluation and constitute an integral part of the findings.

## **4.2 LIMITS OF THE EVALUATION**

Due to security constraints, the evaluation could not be conducted at the project's midterm, but took place in January 2011. It was necessary to inform schools about the arrival of the evaluation mission well in advance, so as to ensure that project stakeholders were present during the fieldwork. This may have had an impact on the findings of the evaluation.

Internal flights are not operational in Guinea at present, and it was necessary to spend an unusually large amount of the 2-week fieldwork time traveling via car. This limited the possibility of conducting a fuller and more in-depth analysis of project achievements, and made it impossible to verify all the information reported by project stakeholders and by progress reports. Again, this may have had an impact on the validity of the findings of the evaluation. For a sound analysis of the project within the constraints of the evaluation, three sites were chosen by random sampling.

## V FINDINGS

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This section examines how the project is addressing the child labor situation in Guinea, the strategies it has developed, and the activities it is implementing. These findings, conclusions, and recommendations are grouped into the five categories identified under the evaluation objectives:

- Project Design
- Effectiveness
- Efficiency
- Impact
- Sustainability

The findings of the evaluation are organized around the questions posed by USDOL in the terms of reference, taking the opportunity not only to respond to each question but also to expand on the issues concerned as appropriate. Any additional findings are covered after the responses to the questions. Conclusions and recommendations complete the evaluation of the relevant issues.

### 5.1 PROJECT DESIGN

#### 5.1.1 Accuracy of Project Assumptions

SELECT was built on the assumption of political stability and the possibility of regular implementation, which were not met because of Guinea's political climate in the past 2 years. When the project began, there was a *coup d'état* and a subsequent change of government in Guinea. The U.S. Government and U.S.-funded projects discontinued work with this new government. The project design did not fully address poverty, which is a daily reality in its target communities. Parents were asked to withdraw their children from exploitive labor, losing the children's contribution to the family income. They were asked to send their children to school with the additional costs that this incurs. While the provision of school supplies helped to some extent, this support will cease when the project ends. With the exception of support to six *Association de Mères d'Enfants* (Mother Organizations, or AMEs), the project does not have income-generating or microfinance strategies that target the beneficiaries' caregivers or parents to help them and the communities cope with the cost of education. During interviews with stakeholders (parents and project staff), the absence of such strategies emerged as one of the challenges faced by the project. Another weakness with the project design is paradoxically connected to its own success. In raising awareness about the importance of schooling, according to interview evidence, the project generated community interest in education, creating a higher demand for schools than the community could offer.

### 5.1.2 Support for the EI Goals

The evaluator found that the project adequately supported all five EI goals, with the partial exception of Goal 3, “Strengthen national institutions and policies on education and child labor.” Direct policy work with the government, although planned by the project document, was not feasible because of the constraints on direct collaboration with the government. However, the project indirectly supported policies and national institutions through its work with the Constitutive Assembly of the NGO Coalition to Combat Trafficking of Persons (COLTE) and FEGUIPAE.

**EI Goal 1: Raise awareness of the importance of education for all children.** Understanding of the project goals was generally very good. In most cases, the project has successfully raised awareness on the concept of exploitive child labor and the need for education (1) at the community and school levels through the mobilization of whole communities and through training teachers, APEAEs, CLEFs, and Nafa management committees; and (2) at the regional level through the organization of forums on issues, such as child labor and child trafficking. The project has also contributed to raising awareness through its presence in national media, particularly its cooperation with the *Groupe National Média pour l’Education des Filles* (National Media Group for Girls’ Education, or GROUMPEG). GROUMPEG is a group of journalists who work to promote child protection and education through the media.

The project organized three regional forums on child-related issues. These forums were large reunions to share project findings and results, and to discuss project-related issues, such as child trafficking. At the same time, the forums disseminated information about the project, collected information, and exchanged views on media-supported issues, such as child trafficking. These forums included mainly NGO partners and other NGOs working in the same area, as well as members from Nafa centers, CLEFs, and APEAEs. Finally, “female role models” raise awareness about education, child labor, pregnancy and family planning, and other relevant issues to the children on whom they follow up.

**EI Goal 2: Strengthen systems that encourage working children and those at risk of working to attend school.** This initiative has been supported by (1) providing school materials to children at Nafa centers and kits to those in primary schools; (2) building capacity of CLEFs, teachers, and APEAEs; (3) improving school infrastructure, such as latrines; and (4) providing equipment to Nafa centers, such as sewing machines, and dyeing and embroidery equipment. The project helped improve school infrastructure, school management quality (by training APEAEs), and the quality of learning (through teacher training and the provision of materials).

**EI Goal 3: Strengthen national institutions and policies on education and child labor.** This goal has been supported through the project’s work with COLTE and FEGUIPAE. The former is a key player in awareness-raising and capacity-building matters. The latter is a key player among the policymaking institutions in the country and is the central association of the APEAEs. Also, the organization on regional forums on child labor has strengthened national institutions and policies in raising awareness and also building capacity among actors. The project also subcontracted with COLTE to organize radio and TV roundtables on child labor and trafficking, as well as conferences on child labor. The project has had indirect contact, (through associated local NGOs, CLEFs, and APEAEs, with the government. This contact is not



cooperation; the Guinean government officials involved in project meetings were there strictly as observers. It is clear that the constraints on direct collaboration with the government have limited the project's impact related to this goal.

**EI Goal 4: Support research and the collection of reliable data on child labor.** This goal has been supported through the project's collection of data. The project has also taken advantage of lessons learned, both from this project and from former World Education initiatives in Guinea. The project initially conducted a baseline study on child labor in Guinea in 2008, and two research-action projects are currently under implementation. Some of the research programs that will take place under this project have been delayed because of the political situation. This includes market surveys for vocational training.

**EI Goal 5: Ensure the long-term sustainability of these efforts.** This goal has been supported through the project's use of *faire-faire* partnership methods and its capacity-building efforts at all levels. The project's use of local institutions, such as CLEFs, CLPs, APEAEs, and Nafa centers, as well as primary schools, improve the likelihood that many of the project's actions and services will be sustainable. However, some of the direct educational services provided, such as the distribution of education materials, will very likely cease with the project's end and may, therefore, not be a sustainable way to keep children in school for a long time. The parents live in poverty, and the project offers limited income-generating activities to help alleviate poverty or make the parents more self-reliant. Still, the project seems to have a limited number of dropouts, which indicates that the direct services had a positive short- or medium-term effect.

### 5.1.3 Activities and Strategies Designed To Meet Objectives

Project strategies are based on participatory community involvement through the creation and/or empowerment of community structures, such as CLEFs and APEAEs. The poverty alleviation strategies that accompany the project include training AMEs, which are structures that bring together representatives from various women's associations in a given community, in a sort of *superstructure*. AMEs are then trained in fundraising and microcredit, and in vocational skills. However, only six AMEs (two in each project region) were created and supported through this project, so this action has a limited effect; it does not reach a large portion of the project beneficiaries.

The core project activities designed to meet the objectives of withdrawal and prevention from WFCL, including trafficking, consist of the following components:

1. **Support to primary education.** Direct services include (1) provision of educational kits to compensate for direct costs of education; (2) quality components, such as the assignment of a tutor or a female role model to follow up with students; and (3) organization of revision classes for children in examination years. In one region, school canteen services are being organized in conjunction with a World Food Programme (WFP) project; SELECT provides training for the school canteen management committee, and WFP provides the food.

2. **Provision of literacy education.** Direct services include the recruitment of two literacy teachers (*alphabétiseurs*) in each community and the organization of literacy classes. In some areas, these community literacy teachers are also providing literacy classes to Nafa center students.
3. **Support to Nafa centers.** Direct services include support to students (kits) as well as to the center by providing such items as sewing machines, materials for coloring cloth (teinture), and some consumables.
4. **Support to apprenticeships.** Direct services include support to students (toolkits) as well as to the employers. Other services include literacy training through community literacy courses.
5. **Establishment of transit centers.** These centers are specifically targeted to children who have been separated from their families or caregivers and are unaccompanied. Some may have been trafficked or may have lost their parents and found themselves on the street. The transit centers enroll these children and provide them with medical attention, food, and training while the center administration searches for a permanent situation for the children, usually by reconnecting the child with his or her own family, or with family members or other caregivers.

These activities are relevant to addressing WFCL and trafficking in Guinea. The “direct action” activities are accompanied by other initiatives, such as forums for actors involved in child protection work, curriculum development activities, and research. Infrastructure support subcontracts allow certain schools to make repairs or perform some small-scale construction, such as building latrines, to create safer schools. After a needs assessment, 28 schools were identified to receive school infrastructure improvement projects. Subcontracts, signed between SELECT, APEAEs, and local businesses, were primarily used to rehabilitate the schools and latrines, as well as to repair desks and water pumps. These improvements will, according to the project, indirectly benefit 10,000 children. For monitoring and evaluation, the project has made use of FieldLink, a very effective monitoring system developed by SageFox. However, most of these activities are not primarily addressing trafficking, but are characteristics of a project addressing child labor.<sup>5</sup>

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<sup>5</sup> The characteristics of a project addressing child trafficking would be more concerned with identifying trafficking routes, working with departure and recipient areas, and cooperating with government organizations, such as local and central police, to address trafficking issues. The setup for a project specifically targeting trafficking would be difficult under the implementation circumstances of this project—constraints on direct collaboration with the government.

#### 5.1.4 Main Obstacles or Barriers To Addressing Child Labor

The main obstacle to addressing child labor is the poverty of the families, as noted by the director of an associated NGO:

*The project is not solving this issue [of poverty]. The parents are victims of circumstances, and the children are normally not working for themselves, but [to] support the family. Some children are heads of family themselves. Many of them have cell phones, to check up on the family.*

The project strategy to alleviate poverty is linked to the creation and training of AMEs. However, these AMEs do not cover all project communities—only 6 AMEs are created, 2 in each project region—and they do not necessarily target the most needy families in the community or the families of direct beneficiaries. Rather, they target women who are already members of women’s groups. Their effectiveness in alleviating poverty among the families of project beneficiaries is, therefore, limited.

Another interviewee noted that the project does not sufficiently address issues that characterize a weak state and a failed school system, in which there is no prestige associated with attending school. Schools abound with negative practices, such as *sex for grades*, a practice where students offer sexual services to teachers in exchange for better grades.<sup>6</sup> Other students or parents offer payments for better grades, and those who cannot pay in cash, can always pay in service—working for the teacher, including sex work. UNICEF has produced posters discouraging the practice of paying teachers for better grades. Recent exam reforms have contributed to reducing the practice, but most interviewees suggested that it is still frequent. USAID interviewees believed both sexual services and cash for grades were still common practices, and also underlined that parents did not wish to send young girls to school because these children face the danger of becoming pregnant, either by the teachers or by schoolmates. The project’s female role models are addressing this situation by providing advice on pregnancy and sexually transmitted diseases (STDs) to children, especially girls. The fieldwork did not find any instances of these problems (early pregnancy and STDs) among project beneficiaries, perhaps because of the follow up from female role models, but also because most of the beneficiaries of this service are in primary school and still of a relatively young age.

Interviewees pointed out that parents were contributing to the corrupt practices by paying teachers, and that they were an integral part of the deterioration of the school system in Guinea. SELECT project personnel recognized that the project did not address all these issues directly, but also underlined that the project is targeting primary education and that girls enrolled at primary level may not be targeted as much for sexual harassment as those in higher grades. However, these examples show that the educational system in Guinea does not offer a protected, child-friendly environment, but emerges as an institution in which children can participate at their own risk, and with no clear benefit. As noted by an interviewee: “During the community

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<sup>6</sup> This practice is so widespread that students have created their own nickname for this practice and call it “Sexually Transmitted Grades” (*Notes Sexuellement Transmises*), a pun on STDs. This issue of “STGs” emerged as a problem from various interview sources, especially project staff, UNICEF, and GROUMPEG interviewees. It was less evident in discussions and interviews with community members, perhaps because of the hidden and sensitive nature of the problem.

reflection meetings, community members say that the school does not serve any purpose.” During the stakeholder meeting, the head of FEGUIPAE also noted that “the children are sometimes hit at school [by the teachers]. Then they leave and don’t come back.” During fieldwork, the evaluator did not see evidence of children being hit, but discussions with stakeholders (project staff) confirmed that the practice of corporal punishment was a problem in certain schools.

Finally, direct fees constitute an additional barrier to schooling. Paradoxically, some of the direct fees are claimed by APEAEs to contribute to general school functioning—infrastructure, repairs, and payment of community teachers. Two children interviewed in the transit center of Dubreka said they had dropped out of school because they could not pay APEAE fees. In two other communities, APEAE members interviewed said they would refuse access to school to children who could not pay the fees. They indicated that, in most cases, the children sought work to earn enough money to pay the fees or they dropped out. In another locality, the CLEF committee members indicated that their main work involved acting as an intermediary between the APEAE and the children to ensure that the children did not drop out because they failed to pay the fees. APEAE members underlined that they had to follow strict policies; if some of the children were exempt from paying, then nobody would pay, and the school may stop functioning. Other interviewees suggested that, in the generally corrupt education system in Guinea, the APEAEs themselves often become corrupt and divert parts of the fees to pay their own “functioning.” This very complicated situation in which the organization that is responsible for protecting the children in school can act as a barrier for schooling for certain vulnerable children. This situation does not have any easy solution and is yet another example of the turmoil in the education system in Guinea.

### **5.1.5 Cultural, Economic, and Political Context**

With the exceptions described above—poverty, problems faced by the corruption in the educational system in Guinea, and the political constraints on direct collaboration with the government because of the 2008 coup—the project design was generally appropriate to the context for which it was designed. Some interviewees pointed out that the project could have created a more targeted design to address cultural barriers preventing certain subgroups from education, such as maids. As noted by an interviewee, “maids are a low caste, at the service for a higher caste. It is a traditional system, quasi-religious in nature, and it is not seen as abuse.”

However, the community participatory activities ensure that the project corresponds to local needs. During fieldwork, the evaluator noticed a high level of community interest in the project, and local dignitaries and religious leaders were present and spoke highly of the project during evaluation meetings. To show their appreciation for the project, the community leaders in no less than three communities gave the evaluator a goat.<sup>7</sup> Such level of involvement indicates that the project design and its implementation are appropriate to meet community needs.

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<sup>7</sup> The evaluator subsequently returned the goats back to the communities’ care. This fairly unusual example of local enthusiasm for a project is a good indicator that the activities and services offered are appreciated, and perhaps also that the project, with its nonpoliticized activities, offered the community a positive outlook toward the future in a highly turbulent time.

### 5.1.6 Existing Initiatives To Combat Child Labor

According to all interviewees, the SELECT project design, to a large degree, was relevant and adapted to both societal needs and existing government efforts. The government has limited funding possibilities for combating child labor and relies to a large extent on international NGOs (INGOs) and various local organizations to implement child protection activities. Hence, the project's design responded in large part to the needs identified by the government when it realized that child trafficking and exploitive child labor were problems in Guinea.

The project can be seen as a continuation of former World Education initiatives and capitalizes on the former USDOL-financed Save the Children project in Guinea. It fills an important gap in service delivery and fits with existing UNICEF work.<sup>8</sup> By revitalizing some institutions, such as the Nafa centers, and generalizing others—CLEFs were implemented in other Guinean communities but did not exist in the project target areas before SELECT created them—the project capitalized on prior good practices in Guinea and supported a congruent development effort in the country.

### 5.1.7 Geographic Regions, Child Labor Sectors and Project Beneficiaries

The geographic regions targeted were adequately chosen. They complement other projects, such as the UNICEF intervention zones, and continue work in zones where partner NGOs have prior implementation knowledge and a comparative advantage. These regions have school enrollment and retention rates that are significantly below the national average. The rationale for choosing these geographic areas is explained in the project document, as is the rationale for selecting the child labor sectors to be addressed. In particular, domestic labor, agriculture, mining, and the informal sector, including commercial activities and sex work, are targeted. The selection of project beneficiaries is made by CLEF members and supported by the FieldLink data monitoring system developed for this project. During evaluation fieldwork, the evaluator noted that most beneficiaries seemed to correspond to selection criteria—most vulnerable or working children (see Section 5.2.5 for more information on this and a few minor exceptions).

### 5.1.8 Other Design or Implementation Issues

The project design addresses child labor and does not *specifically* address child trafficking, whereas the Solicitation for Grant Applications was particularly asking for trafficking-related bids (see Section 5.2.2 for a discussion of this matter).

The design is a “mature” one, as it capitalizes on the former EI project in the country through recruitment of NGOs and staff that have been working with Save the Children in the past, as well as on former experiences from all the consortium partners who have had considerable experience in the country.

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<sup>8</sup> UNICEF created the child protection committees, CLEFs, and Nafa centers in Guinea.

The particular strengths of the project design include the following:

1. **Use of *faire-faire* partnership approaches to select and train civil society organizations.** The use of these approaches ensured that high-quality subproject proposals were selected.
2. **Capacity building at all levels.** The project design planned for systematic capacity building for civil society organizations' staff members, teachers, CLEFs, and APEAEs, among others.
3. **Use of participatory approaches to gain community involvement in the project.** In each community, the project began implementation through a participatory diagnostic, identifying community problems that could be addressed by the project. This design feature helped the project to get around cultural barriers and helped overcome problems that were later encountered during its implementation. The use of participatory approaches not only ensured that project activities were adequate for each participating community, but also ensured that the whole community—including village elders and religious leaders—were mobilized. Subsequently, this has had a positive effect on awareness raising and other activities.

## 5.2 EFFECTIVENESS

### 5.2.1 Project on Track

The project was initially delayed due to the 2008 coup, but the various staff members, together with the CLEFs, have been very effective in identifying and providing services to project beneficiaries, and the project is now largely on track. During the evaluation fieldwork, all partners said that they could achieve the project goals within the timeframe of the project; albeit some partners said it would be useful if the project could benefit from an extension. Some core project components have not yet been implemented at this late stage of the project, including a number of training modules and the establishment of curricula for the apprenticeships. The latter is probably the most regrettable, since the project would benefit from piloting these curricula. Other delayed activities included the organization of a national forum and the organization of an awareness-raising campaign on the importance of registering births and obtaining birth certificates. Main delays are seen in the Forest Zone (N'Zérékoré), since this region was of particular sensitivity during the election period. In fact, Plan International had to withdraw most of its staff members from the zone, and only staff originating from this area continued to be based there. The project in general had to stop work during periods of unrest, and has subsequently sped up the implementation pace now that the political situation is calm. This irregular project implementation was tiring for the project personnel and at times lowered project staff and stakeholders' morale.

## 5.2.2 Trafficking Victims

As noted above, the project design corresponds primarily to a project addressing child labor, not *specifically* to trafficking. The scope of work in the Solicitation for Grant Applications specifically mentioned the need to target trafficking victims:

*In support of the 2006 Multilateral Cooperation Agreement to Combat Trafficking in Persons, especially Women and Children, in West and Central Africa, the project must withdraw children from trafficking and prevent children at risk of being trafficked in at least two sectors. Examples of potential child anti-trafficking sectors include domestic labor; CSEC [Commercial Sexual Exploitation of Children]; agriculture; mining and quarry work; informal work; and fishing.*

Additionally, USDOL has consistently indicated a need to target trafficking victims in its communications with the project staff, who informed the evaluator that USDOL has requested that 10% of all target beneficiaries be withdrawn or prevented from trafficking and that “this number has been divided equally [by the project] between the implementing NGOs.”<sup>9</sup> World Education International (WEI) subsequently informed the evaluator that “in November 2010 USDOL and WEI agreed on trafficking targets of 1,400 over the life of the project, this is approximately 18% of all target beneficiaries” and that “the distribution depends on the region and the subprefecture, not by NGO,” because trafficking occurs in some areas more than others.<sup>10</sup>

USDOL and the project came to an agreement that beneficiaries who were victims of trafficking need not be identified as such by the Government of Guinea to be considered as withdrawn. The project indicated to USDOL that it has the appropriate connections with local NGOs to provide the necessary resources to trafficking victims without involving the government. However, the interviewees also mentioned that implementing an effective trafficking project that is not allowed to work with the government is a near impossibility. Work to prevent or withdraw children from trafficking necessitates close coordination with several government entities, including those relevant to justice, security, police, and law. For children who are trafficked to or from other countries, the project needs to cooperate with the relevant foreign affairs personnel. Until now, the project has intervened in the sectors of domestic labor, commercial sexual exploitation, agriculture, mining and quarry work, informal work, and fishing, and has even returned children to their countries of origin. The cooperation with the government necessary to

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<sup>9</sup> According to USDOL, they have “continually requested [that] trafficking victims be targeted through several rounds of discussions... In the end, it was the grantee who stated what percentage was feasible for the project to reach. At that point, USDOL and the grantee came to a mutual agreement.” According to the grantee: “In November 2010 USDOL informed WEI that the trafficking targets submitted Sept 2009 in Annex D of TPR #2 were insufficient and needed to be upwardly revised. WEI agreed to increase trafficking targets to 1,400 over the life of the project (previous targets were set at 100 in light of political situation and USG restrictions on collaboration with the Government.)”

<sup>10</sup> USDOL stated that the targets referenced in the September 2009 Technical Progress Report indicated that 78% of all beneficiaries should be trafficking victims. World Education was able to greatly increase the number of direct beneficiaries reached since these targets were created. However, the ratio of trafficking victims to victims of other exploitive labor was not met. When World Education submitted their September 2010 Technical Progress Report, indicating they had not targeted any trafficking victims, USDOL raised concern that the project would target a very limited number of trafficking victims as opposed to the initial 78%.

implement these activities has been done indirectly, using the associate NGOs or allowing government personnel to observe during meetings.

Identification, documentation, tracing, and reunification procedures for the project were developed in the beginning of 2010 to provide clear and uniform procedures for domestic and crossborder family tracing and reunification, based on the project's capacities and the agreements established with project partners. Other agencies, such as the International Committee of the Red Cross (ICRC), International Organization for Migration (IOM) and UNICEF, were involved in the establishment of these procedures. The local NGO Sabou Guinea was referred to as an important local partner with significant experience on the matter. ChildFund lead an effort to sign a memorandum of understanding with Sabou Guinea regarding the management and reintegration of children who are victims of labor, trafficking, and trade with their families. Sabou Guinea agreed to carry out domestic family tracing and reunification for children with families in non-project locations. ICRC indicated that, if need be, it is ready to help reintegrate children who were separated from their families as a result of civil conflict. An agreement was also reached with IOM to receive referrals of children who were separated as a result of irregular economic migration, requiring crossborder tracing, family reunification, and reintegration.

Despite the effort to enroll trafficking victims, the requested targets have not been met. Project personnel have indicated that, for the last few months of project implementation, they can reorient the project to enroll a higher number of trafficking victims. However, the evaluator believes such reorientation at the project's end may not be very cost-effective, since the project design, as its name indicates, is related to the eradication of exploitive labor and to educating children, not particularly to the issue of child trafficking.

### **5.2.3 Effectiveness of the “Direct Action” Interventions**

The direct action interventions included primary education, nonformal education (literacy centers), vocational education in the form of apprenticeships, and Nafa centers (“second-chance schools”).

**Nafa centers** have a long track record in Guinea as effective centers that cater to unschooled or dropout children. The project has reequipped these centers; provided materials, training and equipment; and reestablished centers that were declining in their intake number and performance. One new Nafa center has been created in a community that was very enthusiastic about obtaining such a center. Other centers are set up by government and UNICEF cooperative efforts. Support to Nafa centers is a very effective way to combat WFCL through prevention and withdrawal, since the students are busy learning new skills, adequate for their age.

**Literacy centers** created by the project are administrated by two community literacy teachers (*alphabétiseurs*), who are given training and a small stipend for their work. In all, 49 literacy centers have been created. The students fall into three categories: (1) those who are recruited from apprenticeship training and for which the literacy training will provide a positive theoretical foundation in reading and mathematics; (2) those who are prevented or withdrawn from child labor or WFCL and subsequently reoriented towards apprenticeship training; and (3) those who are withdrawn or prevented from child labor or WFCL and subsequently return to their former situation. The SELECT project staff strived to avoid this latter situation, albeit local NGOs said it was difficult to avoid, since it was impossible to find vocational training for all the literacy



trainees. For those returning to their previous work, the literacy curriculum designed by the project aimed to raise awareness about exploitive labor practices. Therefore, even for children returning to their former work, the project was effective in reducing WFCL because of this educational aspect. The lack of computerization for the project tracking forms makes it impossible to say with certainty how many literacy students belong to each of the three categories (see Section 5.3.2 on FieldLink). However, during the fieldwork, the evaluator observed that most literacy students seem to fall into the first two categories, though some NGO staff members said that “all” of the students in certain regions fall into category (3). After completing the literacy training, the students passed an exam and were declared “autonomous,” “semiautonomous,” or “beginners” in literacy. Those declared autonomous or semiautonomous received a diploma and usually did not continue to attend literacy classes, whereas students who were still beginners (according to project staff, about 30% of the students) generally continued to attend the course for a second year. Establishing exam papers and a diploma constitutes a good practice since it motivates the children to continue literacy learning until they are autonomous in reading and writing.

**Vocational training** is generally offered through apprenticeships, Nafa centers, or the *Centre d’Appui à l’Autopromotion Feminine* (CAAF). The latter is a unique institution situated in N’Zérékoré, which was opened in 1965 by the First Republic as a center to train women in vocational skills, such as sewing, dyeing, and weaving. CAAF was situated in centrally located buildings in which women could attend classes and participate in workshops. Full training usually took up to three years). However, during the general strike of 2007, most administrative buildings in N’Zérékoré were burned down, and the local administration took over a large number of the CAAF buildings, which subsequently could not operate at full capacity. SELECT provided materials, kits, and training to CAAF staff and students. As for apprenticeships, the project helped set up contracts between employers and students, setting a specific duration for the training and ensuring that the training does not take the form of exploitive labor. This establishment of contracts is another example of a good practice. It protects the children who are entering into the apprenticeship, ensuring that they are not exploited and that their apprenticeships are of a specific and mutually agreed upon duration. World Education’s “chain analysis” of the various steps involved in production and service provision have unfortunately not yet taken place, and in certain areas there is an oversupply of the professions in which the children were offered training. For example, a woman interviewed in N’Zérékoré told the evaluator that she had 52 apprentice hairdressers in her two salons, and said “many of them leave the city and go to smaller communities to work.” However, the evaluator found that the vocational training approach of the project was effective. Most interviewees, including project staff, children, and parents, underlined the positive effects of the apprenticeships, although it was too early to see concrete evidence in terms of non-exploitive employment for the beneficiaries.

**Transit centers** receive children who are separated from their families. Enrollment in a transit center does not necessarily mean that the children have been trafficked. During fieldwork, most interviewed children said they had arrived in the transit center through various unfortunate circumstances, often resulting from the death of a parent. CLEF members generally picked up children in the streets, in pubs or cafés, or the children had contacted them and asked for assistance. In one center, it was unclear whether the children were separated from their families. Some said they had been assisting their parents or caregivers with work and would return to the

same parents or caregivers. A member of the transit center management committee indicated that some of the stays at the transit center might not even be necessary. Again, this points out the difficulties of the CLEF members who have to determine which of the children are really separated from their families, and which children are not but would like to benefit from a stay in a center where they receive three meals a day, play, and instruction, and would be enrolled in vocational training as an additional bonus.

All the children enrolled in the transit centers receive medical attention. Of a sample of 100 children, the evaluator found that 15% had been treated for parasites, 14% for malaria, 12% for various genital infections (including vaginal discharge, which is not necessarily an indication of sexual intercourse), 10% for “ill treatment” (possibly related to beatings) and sores, and 8% for fever. Because of this demonstrated need, medical attention given to the children and the follow up of their medical situations are again examples of a good practice. Transit center staff recently received psychosocial training, which built capacity to deal with street children and other vulnerable children with special needs.

**School feeding programs** are available for children in Dingiraye, a district of Faranah where WFP provides food for school canteens and SELECT helps identify beneficiaries, and establish and provide training to canteen management committees. School feeding is generally a good way to meet opportunity costs for working children. It also ensures that children can study with a full stomach, therefore improving the quality of education. The number of children receiving school feeding services is 730; all counted as direct beneficiaries. The initial number of children planned to receive this service was 2,800, according to the project document. This is a good example of project and agency cooperation.

**Primary schools** received multiple support actions from the project. In addition to the aforementioned school feeding programs, the children also benefitted from school kits, which included basic materials necessary to study, such as backpacks, slates, notebooks, pens, pencils, colored pencils, chalk, uniforms, and geometry kits. Initially, this support type targeted 1,000 children, according to the project document. However, the project found that the kits could be obtained at a lower price and that it was actually possible to procure four kits for each budgeted kit. At the time of evaluation fieldwork, more than 2,000 children had benefitted from the kits. The project also recruited female role models to follow up on small groups of children, often girls in primary school. They bring the girls together to discuss various issues, including the importance of education, health, and hygiene, and the dangers of HIV/AIDS. These role models also try to prevent early pregnancies by raising awareness of this topic. The project also recruited teachers to provide revision classes for children in exam years. These activities seem generally effective, insomuch as they help encourage children to stay in school. Also, as one of the conditions for obtaining project support, children and caregivers sign a contract with the project in which they promise to continue in school. However, some of the services also create jealousy. For example, the receipt of school supplies (kits) is a coveted service; the personalized follow up of a female role model, however, is much less so. The situation is made more complicated because the project does not always have sufficient funding to provide the desired service to each child.

#### 5.2.4 Effectiveness Meeting the Needs of the Target Population

The project effectively addressed some of the needs of the target population, such as the provision of educational opportunities through literacy classes or vocational training, and helping families face some of the direct costs of education through the provision of schooling kits. One of the core needs of the target population is related to food security. Many, if not most, working children work to contribute to help feed their families. Theoretically, the project should address the need to replace the lost income from working children by providing vocational training to AMEs. However, this training does not reach a large number of the beneficiaries' families, since the project only supports six AMEs, two in each region.

#### 5.2.5 Accurate Identification of Children

During evaluation fieldwork, the evaluator noticed that most beneficiaries seem to correspond to the selection criteria—most vulnerable or working children. The few minor exceptions that were noted, were statistically insignificant:

- Two children enrolled in apprenticeships were simultaneously attending primary school. They said they planned to attend secondary school after primary, but that they “liked” to attend the apprenticeships in their free time. Apprenticeships may not be the best way to prevent these children from labor and may in fact lead to reduced performance in primary school.<sup>11</sup>
- A few interviewees claimed that some of the children in the transit centers did not need this service; these children were returned to the same home from which they originated, although often with an apprenticeship that helped facilitate their withdrawal from child labor.
- At times, the evaluator noticed uncertainties about some beneficiaries' ages. Some Nafa beneficiaries claimed they were under age 18, whereas the CLEF members said they were surely older. This demonstrates the difficulty of establishing correct age in an environment where the establishment of birth certificates and birth registration is infrequent. Also, some Nafa beneficiaries said they were age 7 or 8; surely primary schooling would have been a better option for them.

In general, the selection of the beneficiaries seemed to be adequate, corresponding to the target categories of the project—i.e., children engaged in or at risk of engaging in WFCL. The FieldLink monitoring system contributed to the identification of the correct target group and also classified children as *withdrawn* or *prevented*.

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<sup>11</sup> Both children claimed that their apprenticeships did not prevent them from doing their homework correctly.

## 5.2.6 Sector-specific Lessons

Various action research programs are underway or have been accomplished that may provide sector-specific lessons. For example, Plan International studied two cases at the transit centers to further understand the positive and negative outcomes of these centers. World Education has contracted two NGOs—*Volontaires Guinéens pour l'Action Communautaire and Maison Mère*—to study how to address children's work in diamond and gold mine districts, and how to generate interest in education. These studies, together with the work “supply chain” studies that are planned, will generate more sector-specific knowledge in the near future.

## 5.2.7 Monitoring and Tracking Systems

Monitoring and tracking are mainly performed by the CLEFs, assisted by APEAEs, and the local NGO field workers. The monitoring of children's schooling is continuous. However, most children work after school hours, as well as during weekends and holidays. Since the children and their families have been sensitized to the dangers of WFCL, the project hopes that their workload is lighter than before and doesn't fall within WFCL. The project does not offer any specific activities during school holidays, and tracking is also more difficult during the agricultural season, since most people—APEAE and CLEF members, children and adults—are busy in the fields at that time. The number of children that have dropped out of the project is reported to be very low, indicating a well-established follow up by the project. The exact number of dropouts is not known, since the follow-up files haven't been computerized (see Section 5.3.2 on the FieldLink system). The Child Monitoring Form has been up and running on FieldLink since November 22, 2010, but the NGOs did not begin to enter data until after the training in February 2011.

Initially some of the fieldworkers had problems understanding the distinction between child labor and “helping at home.” Staff from *L'Institut National pour l'Appui au Développement Rural*, one of the local NGOs, indicated that they had to “review these issues repeatedly with the fieldworkers.” The local NGOs often have problems with the computerization of data. An interviewee indicated that “we don't have internet connection at the main office, so we have to go to a Cyber Café or to the nearest [big city] to computerize the data.” The evaluator observed that hardcopies of database printouts were rarely available for monitoring purposes. In some cases, only a number of detached sheets with corrected numbers were available. Simple questions—such as information about how many of the children attending literacy classes had been declared autonomous—required a staff person to leave on a motorbike, find a Cyber Café with Internet connection and to retrieve the data. At one site, where the partner NGO's office had a very good internet connection, retrieval of data still required the office personnel to (1) buy gasoline on the black market, as none was available at the gas station; (2) fuel the generator; (3) start the computer; (4) open the database; and (5) go to a printing center to have the sheet printed, since a printer was not available at the office. These problems, which were not unique for this particular NGO, did not facilitate the project's monitoring and tracking systems.

## **5.2.8 Management Strengths and Challenges**

The project is based on strong and positive cooperation between the three Guinea-based INGOs and the U.S.-based SageFox Consulting, each of whom bring their specific technical knowledge to the project. As noted by one management staff member, “World Education is specialized on education and community development; ChildFund on protection; Plan on birth registration and awareness raising; and SageFox on monitoring and evaluation.” At the grassroots level, the local NGOs bring firsthand knowledge of the target communities to the project. Interviewees invariably underlined the ease of communication between the actors, both informal and formal, through regular meetings. Some management challenges of the project were limited internet and communication access in many of the project areas; a difficult political situation that made cooperation with government structures extremely complicated; and communication with the funding agency (USDOL) that was a learning experience for the project staff. In particular, key project staff felt that feedback from USDOL was slow and occasionally required the project to delay or change the orientation of their activities. Some project staff also mentioned that the INGOs should clarify certain budget issues, such as how much they pay and for which activities. In some circumstances, the project staff members had been “playing ping-pong” with the responsibilities of payment—each of the four INGOs had thought that the implementation of a certain action should be covered by another partner’s budget allocation. However, in the evaluator’s opinion, the management structure and the design of the project were sound.

One of the project’s management strengths was ChildFund’s training session on ethics for all employees working with vulnerable children. All project staff members, regardless of their NGO employer, had to sign a deontological code, specifying the moral norms of their work. This is an example of good practice that should be replicated in all USDOL projects.

## **5.3 EFFICIENCY**

### **5.3.1 Cost-Effectiveness—Included Efficiency of Financial and Human Resources**

As far as its outcomes, the project is cost-effective for a project addressing child labor and WFCL. When addressing the project’s cost-effectiveness, Guinea’s politically difficult context must be considered. In such a setting, the project team has acted with delicacy, cultural sensitivity, and appropriateness, according to the evaluator. Given the challenging context, the project’s survival is an important achievement.

Regarding costs and outputs, the project has a cost structure that is comparable to other initiatives with similar outputs, based on the evaluator’s past experience with other USDOL child labor elimination projects. This is a positive achievement in the extremely difficult political climate the project faced. The project’s human resources seemed efficiently allocated, and the structure based on *faire-faire* partnerships ensured optimal cost-effectiveness of the local implementation structures. The project was adequately staffed and funded; no major gaps or problems were identified. Alternative options, such as direct INGO implementation without using local NGOs, would have been much more expensive.

### 5.3.2 Efficiency of FieldLink

The project's fourth partner, SageFox Consulting, is based in Amherst, Massachusetts and provides support for information processing and the project database. The FieldLink program is one of the best monitoring systems the evaluator has seen to date. One of its interesting features is that children are classified as *withdrawn* or *prevented* by the system, not by project personnel or by criteria of schooling alone. In other projects with which the evaluator has been involved, regardless of whether their work can be characterized as WFCL or as other forms of child labor, working children have been classified as *withdrawn*, whereas children who are at school are said to be *prevented*. FieldLink is a unique program that analyzes the situation the children, whether in school or not, and classifies them as *withdrawn* or *prevented* based on work situation. In other words, a child who is in school but has working hours and a type of work that should be considered WFCL would rightly be classified as *withdrawn* after receiving project services and discontinuing any present work. Conversely, a child who is not in school but works in a non-WFCL environment and does not work excessive hours, would be classified as *prevented* from WFCL, even when he or she is withdrawn from the non-WFCL situation and enrolled in school. In this manner, the software provides a more accurate depiction of the children's situation than other databases used for similar projects.

However, the software and database have some important drawbacks. First, the database is online, accessible only when the user has internet access. This is satisfactory in places with continuous internet access, most areas of Guinea are notoriously ill-equipped with internet availability. Some of the NGOs had problems with the computerization of the datasets, since they needed internet access, and had to traveling to the nearest location with satisfactory internet access and/or pay an internet café to perform the task. This difficulty in internet access also prevented the regular use of the software in the project's monitoring and evaluation; most fieldworkers said they relied on the local registry of the children—school registers and literacy class registers—to perform their monitoring tasks. During the fieldwork, the evaluator noted that (1) even in Conakry, the project personnel had problems accessing the database at times; (2) in the targeted regions, the monitoring and evaluation personnel responsible for the database had some problems manipulating it;<sup>12</sup> and (3) some problems were found in the computerization of the data, such as typos concerning the gender of the children and problems with the spelling of their names. The frequency of these latter problems was limited. A final problem is that the monitoring part of FieldLink was not used at the time of the evaluation. The monitoring forms were installed in FieldLink in November 2010, but because of the political situation and security concerns in November/December 2010 and the midterm evaluation in January 2011, the training for entering monitoring forms information could not take place until February 2011. The tracking of children, albeit systematic in the CLEF members' follow up of the children, has therefore not resulted in hard data on the children's work and schooling situation, since the tracking forms filled out during trimestral follow up in the field have not been computerized. Therefore, hard data on dropout and on the current work situation of the children were not available at the time of the evaluation.

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<sup>12</sup> For example, the monitoring and evaluation specialist would copy information from the database into Excel and print it, even though information from the database could be printed out directly. Also, when the evaluator received the printouts, they would lack pertinent information related to the children, such as education level or age. At one time, the printouts missed the children's names because of problems manipulating the database. The database is very adjustable and could easily include all necessary information to perform a well-informed and thorough monitoring visit; however, the evaluator felt that the system was underutilized.

## **5.4 IMPACT**

### **5.4.1 Impact on Individual Beneficiaries**

The project is believed to have had a positive impact on the lives of the direct beneficiaries enrolled in primary schools, literacy or vocational training, and Nafa centers. Most interviewees emphasized the positive impact of the project. During field visits, the involvement of all community members, including religious leaders, elders, and village chiefs, demonstrated a positive impact and enthusiasm for the project. In most cases, the awareness raising, enrollment, and subsequent follow up is believed to have led to a reduction in children's work and better attendance at school. Also, the setup of contracts for employers of vocational trainees has led to better and more transparent conditions for these children. In some cases, the project has had a life-transforming impact for street children, who have been withdrawn and passed through the transit center before being reunited with their families. Evidence of such impact was found in letters addressed to the project in which parents thanked the project for having found their children and returned them home.

### **5.4.2 Communities' Awareness of Education, Child Trafficking and Child Labor**

According to interviews with children, parents, and other community members, the communities' awareness of education, child trafficking, and child labor has been improved. However, as noted earlier, some of the basic poverty-related barriers to educations and to addressing child labor are not addressed by the project. Moreover, some aspects of trafficking and child labor are part of the local culture and cannot easily be resolved. As noted by an interviewee:

*Guinea has a high level of community cohesion. This is generally positive, but also in some cases can lead to negative outcomes. For example, it is difficult to come to terms with child labor. If for example, a well-known person is hiring children to work in sulfurous mining, the parents will come and ask him for employment for their children. The families are very poor, and they will offer the children to someone else in times of hardship.*

One of the project's strong awareness-rising components is its partnership with GROUMPEG, a group of journalists who organized themselves as an NGO promoting girls' education. From June to July 2010, they visited project activities in the field, including areas from which children were trafficked toward Sierra Leone. They met with CLEFs, APEAEs, female role models, and beneficiaries. Interviews and footage from the field were shown on TV and featured at both local rural (private) radio and national radio. Also, microprograms, very short, 10- to 15-minute radio interventions, were featured on national radio. According to an interviewee, "the listeners like our programs, because we go to various rural places in Guinea. The radio doesn't have any budget, and it is rare to get information from these remote areas, so our programs generated lots of interest." The radio programs also raised awareness of the problem of teachers sexual abusing children (for better grades) and awareness of the general corruption among the population and the school administration, which leads to good grades being sold for money or in-kind payments, including *work for grades*.

### **5.4.3 Impact on Partners—including Government and Policy Structures**

The local NGO partners were crucial to the success of the project, and World Education and its associates invested considerable time and resources to support and facilitate their work. In addition to training on child labor and education, the staff also organized management and organizational training. One example of such training was the data collection training offered by SageFox. As noted by a staff member from this group:

*There is a disconnect between theory and practice: they [project partners] say they need lots of data; now they see how difficult it is to collect the data and to computerize it. This is a learning process. For my next trip to Guinea, I will focus on capacity building of the NGO staff. I want them to be able to build Excel graphs and to tell the history of the project through quantitative data. I will train them in how to use and verify data, and I will show them how data can be power.*

This and similar training sessions, combined with the commitment and competence of the NGOs themselves, resulted in effective partnerships characterized by good communication and a good level of capacity building. The capacity building took place both as a learning process during implementation and as formalized training sessions.

As for capacity building of the government and policy structures, this project has had a much more limited impact because of the constraints on direct collaboration with the government (see the exceptions and indirect cooperation structures mentioned in Section 5.5.4).

### **5.4.4 Education Quality—Both Formal and Nonformal**

Theoretically, government policy provides for tuition-free, compulsory primary education for 6 years, but enrollment rates are low because of additional school fees (school-specific) and lax enforcement of laws mandating school attendance. Interviews with local school authorities indicated that the project's intervention improved school attendance, in some cases to the extent that demand exceeded supply. The revision classes organized by the project improved school retention. In many cases, 80 to 100% of the students benefitting from these classes succeeded in their exams. The use of female role models improved attendance and quality of education through the systematic follow up of children. Parents and community members—first and foremost those who are part of a CLEF or an APEAE—have also felt the positive impact of the project. CLEFs and APEAEs have been trained in management and governance, and are improving school functioning, the result being that the education experience of each individual child is better. Further, the project has stimulated interest for literacy programs through the community literacy classes, which are leading to a project-specific diploma.

The project also improved educational quality through infrastructure improvement in certain primary schools. This included painting some school buildings, improving the roofs, and constructing lavatories.



### **5.4.5 Emerging Trends and Opportunities**

The transition to a civil government has now been accomplished. When the United States eases the constraints on direct collaboration with the new government, the project will be in a good position to engage with the key government agencies working on child protection to raise awareness on child labor and build capacity on strategies to address WFCL.

### **5.4.6 Good Practices**

The project's good practices include the sensitive approach towards government officials during U.S. constraints on direct collaboration with the government. Without breaching these constraints, the project personnel have shown a diplomatic stance that has enabled the project to continue its implementation. The first level of project impact is simply to remain in existence during a very difficult period in the history of Guinea.

This evaluation emphasizes the following action-related practices:

- Use of the *faire-faire* approach to choose the best local NGOs, many of whom will continue their work beyond the scope of the project
- Creation of a diploma certifying a person to be autonomous in literacy
- Setup of contracts with employers for vocational training
- Medical checkups for children in transit centers
- Involvement of children in the decisionmaking process, and establishment of training modules on children's meaningful participation.

The aforementioned examples of good practices can be replicated in other projects in Guinea or internationally. Also, the use of female role models is an interesting and innovative practice merits further consideration.

## **5.5 SUSTAINABILITY**

### **5.5.1 Project Exit Strategy and Sustainability Plan**

The project's strategy for sustainability focuses on capacity building through training and support for local NGOs, teachers, tutors, and community organizations, primarily CLEFs, APEAEs, and AMEs, as well as Nafa and transit center management committees. The training offered is of high quality and is successfully being assimilated by the parties concerned. Moreover, certain training topics, such as training on resource mobilization, are inherently contributing to sustainability by helping the organizations become capable of searching for resources themselves. The use of participatory approaches, especially at the project's start, in each locality is an important factor of sustainability.

Whether the strategy for sustainability is adequate will depend on a variety of factors, many of which are beyond the control of the project. The challenge presented by the level of poverty experienced by a vast majority of the population in Guinea means that significant numbers of children will continue to work rather than go to school. The political situation in the country and the resulting poor governance and inflation will inevitably have their effect on children's work or labor situation.

However, improvements to child protection and education are likely to continue as long as the members of CLEFs, APEAEs, and other protection-related institutions and volunteers feel that their responsibility for child protection remains after the end of the project. This commitment depends on the degree to which they have taken ownership of project objectives and the activities in which they are involved. A number of APEAE and CLEF members stated that they felt "discouraged" by the lack of operating budget for them. This made it difficult to follow up on activities and monitor the non-working status of the children. If these key actors are "discouraged" during the project implementation phase, it is not likely that the work will continue beyond project duration. Other CLEFs and APEAEs were enthusiastic about their continued involvement in the field of child protection. The evaluator was also impressed by the high level of community involvement the project had generated, especially among elders and religious leaders. The community-focused and participative strategies of the project have clearly enhanced community ownership and, perhaps, sustainability.

### **5.5.2 Leveraging of Non-Project Resources**

The project as a whole did not have any specific strategy for obtaining funding from other parties to continue implementation of project activities beyond the project duration. However, some of the associated NGOs have developed strategies to continue implementation of some of the project services, such as the continuous operating of the transit centers, beyond the project's end date.

Moreover, partner NGOs sought to include project activities into their strategic plans and operations. For example, Plan International is implementing a project to provide psychosocial support and small-scale credit programs to people affected by the war in the Forest Zone. At present, they are seeking a greater integration between the programs to improve the chances of sustainability. World Education and ChildFund are seeking similar opportunities.

### **5.5.3 Challenges and Successes in Initiating and Maintaining Partnerships**

One of the project's important and successful strategies was the creation of a steering committee, in which a number of agencies were involved, including representatives from the partner NGOs, UNICEF, IOM, WFP, FEGUIPAE, COLTE, the National Committee to Fight Trafficking; the Ministry of National Education, the Promotion of Women and Children, the Ministry of Security and Civil Protection, and the ILO mobility team leader, a program to address international trafficking. Representatives from the government were involved in the capacity of observers to comply with U.S. noncooperation requirements. The setup of a coordination and steering structure not only helps the project staff to coordinate activities with other agencies but also transfers some of the ownership of project services and achievements to those structures. According to the evaluator, this is an example of a good practice in the field of international cooperation.

The project's collaboration with ILO-IPEC has not been as strong as initially foreseen because the ILO-IPEC project was discontinued at the time SELECT's startup. Instead, the project has initiated some cooperation, in the form of training in labor law (to be organized in the first semester of 2011), by a legal expert from ILO/Geneva.

#### **5.5.4 Involvement of Local and National Government**

The project has not cooperated directly with local and national government entities, because of U.S. Government requirements. To prevent government officials from hindering project implementation, government “observers” were at times present during project meetings (see above Section 5.4.3). Government officials, especially at the local level, were involved in CLEFs and APEAEs. By cooperating and building the capacity of these associations, the project has indirectly raised awareness of child labor and built government capacity, especially at the local level. Also, actions that needed government involvement, such as the international transfer and return of children to their parents—who were identified through World Education's or other project partners' international network—and the direct contact and cooperation with police and immigration authorities, were ensured by local NGOs to avoid violating U.S. policies regarding cooperation with the government. Again, the project staff must be commended for its diplomacy in their relationship with local and central government institutions and personnel.

#### **5.5.5 Approach to Building Capacity in Partners**

The project approached capacity building as a teaching and learning chain of interaction (*formation en cascade*). Each “high level” interaction was duplicated at a “lower level.” In other words, the central project staff received training, which was in turn duplicated to local NGOs, who then passed it to CLEFs, APEAEs and other partners, as needed. The capacity-building approach seemed adequate, although some of the core training modules, such as income-generating activities or fundraising, had not yet taken place at the time of evaluation fieldwork. Also, the project's creation and capacity building of AMEs is likely to have strengthened women's roles in community-based organizations, since the members of the AMEs are involved in these organizations.

#### **5.5.6 Sustainability of Revitalizations**

The project has revitalized several child labor initiatives, such as APEAEs and Nafa centers. In terms of improved school management, APEAEs will continue to function more effectively than they did before the project arrived because of project assistance. This should also be true for child protection activities, including the continuous monitoring of children at risk, but it will also be influenced by the availability of formal and nonformal education opportunities. Based on interviews with members, it is clear that most APEAEs understand the importance of education and protection, and now better understand their role within the community education system, not only as related to the project but also as a community organization.

The project has had an important impact on the revitalized Nafa centers; many were barely functioning before the start of the project. At present, many children have been enrolled, and the centers have two or three teachers each. The only problem is that there are not enough Nafa

centers to meet demands. For APEAEs and Nafa centers, the evaluator believes project involvement has made an important contribution to their sustainability.

The project's support to CLEFs cannot be seen as revitalizations, except for the CLEFs that already existed in N'Zérékoré. In Faranah and Kindia, they were nonexistent before the project. In most cases, the project initiated the creation of CLEFs rather than assisted in their revitalization. For the school feeding programs, these were not project-initiated activities, but rather WFP initiatives that were supported by the project through the creation and training of the canteen management committees. The sustainability of CLEFs is linked to the possibility of fundraising for each individual committee—and also to their motivation—whereas the sustainability of the WFP school feeding program is linked to WFP's policies. However, by training the canteen management committees, SELECT has clearly contributed positively to the sustainability of this program.

### **5.5.7 Sustainability of Literacy Programs**

The literacy teachers, similar to the female role models, receive a small stipend from the project. In some cases, the community may provide some in-kind payment to continue these services. However, given the poverty of each locality, it would be difficult for the literacy teachers (or for the female role models) to continue the teaching and systematic follow up of children without any form of payment. Based on interview evidence and informal discussions with project staff and community members, the evaluator believes that in certain communities the literacy classes may be sustainable if they respond directly to a community demand and lead to some form of community payment for the services. To stimulate this demand, it is important to continue to provide a diploma declaring the learners autonomous in literacy. During evaluation fieldwork, the learners who had been declared autonomous very proudly showed the evaluator their diploma, which was clearly an incentive in the learning process since it became a semiofficial recognition of their new status as literate. In some cases, this recognition became officialized by primary schools that accepted enrollment of autonomous learners. In these cases, the World Education-issued diploma constituted the required entry examination papers to reaccess primary schooling.

### **5.5.8 Sustainability of Data Collection Procedures**

The use of FieldLink in data collection is inherently unsustainable, because, as noted by a SageFox interviewee, the server costs are paid by the project. At the end of the project, the online data access system will cease to be accessible to the project partners. The data collection and reporting systems are not conceived as tools for local and international NGOs to use in the future, but rather as project-specific reporting tools.

## VI LESSONS LEARNED AND GOOD PRACTICES

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In the evaluator's view, the project's use of participatory approaches, beginning with an initial community participatory diagnostic to create a work plan for activities in the community, is an example of a good practice that should be emulated in other projects. The project's participatory approach has helped to custom tailor the project to the stakeholders' needs and ensures community ownership. It has also helped the project overcome a number of challenges, such as children that are not receiving project support, who are often jealous of beneficiary children and do not initially understanding the project's selection criteria. The involvement of community elders and religious leaders has been particularly positive. The use of participatory approaches is an example of a positive project design feature that had a positive impact at the implementation level, as well as for the ownership of the project, and is, therefore, becoming a main factor for ensuring sustainability. However, the evaluator emphasizes that children are consulted in this participatory process; the choice regarding receipt of a direct service is largely dependent on their preferences.

As for project management, the project's use of *faire-faire* partnerships with local NGOs is another example of a good practice. Use of these partners not only ensures that the core personnel know the local area and can adapt the project to local realities, but it also helps build civil society. The project's use of existing community organizations, in particular APEAEs and Nafa management committees, are also examples of good practices, as it inherently helps project sustainability, since these committees belong to national networks that will continue beyond the project. The inclusion of partner organizations, such as UNICEF, in the project steering committee is another example of a good practice.

Finally, the integrated nature of the project is an example of a good practice, especially its multiple service package, which offers a "menu approach" from which children can choose to engage in contract-based apprenticeships, literacy classes leading to official certification, or various services at primary school level.

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## VII CONCLUSIONS

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### 7.1 DESIGN

The SELECT project design was relevant and adapted to both beneficiary needs and government efforts. The design is a mature one that capitalizes on former projects in the region.

Particular strengths of the project design include—

- An *integrated* project design
- Use of *faire-faire* partnership
- Capacity building
- Use of participatory approaches and involvement of children in the decisionmaking process.

One weakness in the project design was its failure to address poverty, which is a daily reality in the target communities. The creation of AMEs only partially responded to the needs of the local population. Also, the project design characterizes it as a project targeting child labor, not *specifically* trafficking. The implementation of a project targeting child trafficking would be almost impossible in an environment in which cooperation with government institutions—police, security, and the justice system—are severely constrained, if not fully prohibited.

### 7.2 EFFECTIVENESS

In general, the evaluation found that the project has adequately supported all five EI goals, with the partial exception related to the constraints on direct collaboration with the government, making it impossible to have a strong presence at policy levels. The project successfully raised awareness on the concept of exploitive child labor and on the need for education. Interviewees felt that they understood the awareness-raising messages, and in many cases, the messages have led to behavioral changes. This achievement also emphasizes the importance of participatory approaches in the project, which helped to transfer ownership to the communities. The involvement of community leaders, such as elders and religious authorities, helped strengthen the impact of the awareness raising.

The project has contributed to awareness raising through its presence in national and local media—both radio and television—and the collaboration with GROUMPEG. The project has provided a menu approach, offering educational kits, kits to facilitate vocational training, literacy classes, tutoring, and other services, as needed. Each child received on average of 1.7 services. The project has collected data and contributed to research, and has capitalized on lessons learned, both from this project and from former initiatives in the region. The project successfully used *faire-faire* partnership methods for implementation and built capacity at all levels.

At the time of the evaluation, most of the project stakeholders had a clear understanding of USDOL common indicators for *withdrawal* and *prevention*, as well as an understanding of the definitions of direct educational services. Tracking the work status of the children is largely done by CLEFs and the NGO fieldworkers. The project has developed a monitoring guide that details regular monitoring procedures. SELECT has regularly monitored the status of children and tracked them according to the monitoring guide, but at the time of the evaluation, this information was not entered into Fieldlink. Also, it appears that the children's work status during weekends and holidays was not always regularly tracked. Therefore, the tracking does not fully comply with the specific USDOL requirements of *regular* tracking and reporting of the each child's work status. Tracking is largely based on community (paper) registers and is not computerized. Moreover, none of the tracking forms had been computerized at the time of the evaluation fieldwork, which ended January 17, 2011. Therefore, the project did not have an overview of how many children had dropped out or continued work.

### **7.3 EFFICIENCY**

The *faire-faire* partnership with local NGOs seems adequate and cost-effective. The NGO partners were crucial to the success of the project, and World Education, with its associated partners, invested considerable time and resources to support and facilitate their work. This, combined with the commitment and competence of the NGOs themselves, resulted in exceptionally effective partnerships, characterized by good communication and mutual respect, trust, and cooperation.

### **7.4 SUSTAINABILITY AND IMPACT**

The project's strategy for sustainability revolves around capacity building through training and support for NGOs, community organizations, and teachers. This strategy has not changed since the start of the project and is appropriate in that it aims to build the competence and capacity of existing organizations, such as APEAEs, or those created during the life of the project—community organizations, such as CLEFs. During the evaluation, it appeared that the population “owned” the project in many communities, and the project had generated a high level of community involvement. The community-focused and participative strategies of the project clearly enhanced community ownership and sustainability.

The project has had a significant impact on the lives of the beneficiaries. The impact has been noted among parents and community members who are part of CLEFs or APEAEs, and those whose children are receiving education. One of the main challenges the project faces is overcoming the CLEF and APEAE members' “discouragement” of not having a budget to perform their activities. These activities are directly connected to the survival of the project activities. As noted by an APEAE interviewee, if members are working on project issues, “who will pay the food we're eating? We're frustrated because of the lack of incentives to perform the work. If the project leaves, we'll be even more discouraged.”

The project has had an important impact on most of the revitalized Nafa centers. Many were barely functioning before the start of the project, and now they have a much larger intake. NGO capacity to deal with child labor has been enhanced through training in child protection. All six NGO partners have further enhanced their commitment to child protection and their understanding of the role that education can play.



## VIII RECOMMENDATIONS

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### 8.1 DESIGN

**Child Trafficking—Focus on Trafficking Flows.** The project design is focusing on non-migrant child labor. While this is a very valid purpose, child trafficking is also becoming a major issue in Guinea. The trafficking patterns are local, national, and international; Guinea is a transit country, a departure zone, and a host area. Upcoming protection projects may decide to work with this particular problem, and if they do, they should consider focusing on trafficking flows. Often trafficking routes change as a result of project intervention in a particular departure or receipt zone. Future projects should investigate the possibility of working on trafficking axes—departure areas, transport routes, and transit areas, as well as recipient areas—to reduce the trafficking problem. However, for this project, the evaluator recommends consolidating the current project activities and not changing project implementation strategies at this point.

### 8.2 EFFECTIVENESS

**Income-Generating Activities for CLEFs and APEAEs.** Many CLEF and APEAE members said that they are “discouraged” by the lack of a functioning budget, which makes it difficult for them to perform monitoring tasks and follow up on children. The evaluator recommends that the project seek ways to train members in income-generating activities and/or fundraising, so they can be self-sustained. Though the evaluator recognizes that there is a risk in focusing too much on IGAs, since these activities may take over as a core activity of the committees, rather than the protection, monitoring, and follow up of vulnerable children.

**Investigate Dropout Caused by APEAEs.** APEAEs collect funds to sustain school operations, such as payment for community teachers (non-state paid) and maintenance of school infrastructure. They say they cannot exempt the most vulnerable at-risk families from payment, since it would lead to non-payment from other families as well. There is no easy solution to this problem. The evaluator recommends that the project studies the issue, and if it is a widespread problem, seek to define policies on how to address it.

**Work for School Fees and Sex for Grades.** Some children work to receive better grades and/or to cover school fees, both direct and indirect fees. These services, including sex work, are offered to teachers or to other users. These practices contribute to making schools and education dangerous for pupils, instead of child-friendly and safe. The evaluator recommends investigating these practices and devising strategies to eliminate them.

**Creation of Activities for Weekends and/or Holidays.** To strengthen the monitoring of children’s activities and to prevent WFCL and/or child trafficking during weekends and holidays, the evaluator recommends creating work, study or play activities that allow children adequate work, play, or study to be monitored in designated and protected areas. High school or college students can perhaps help with the organization of work/play/study activities during weekends and holidays. Similar activities have successfully been set up in other countries and, typically, require very little materials or initial investment.

**Income-Generating Activities To Alleviate Poverty.** The project may at times have been unsuccessful in preventing children from exploitive work because of poverty in the targeted regions. Many children cannot stop working because of the opportunity costs incurred. The evaluator recommends that the project look into financing income-generating activities and training for parents and caregivers to improve the sustainability of project activities and to ensure that children are effectively withdrawn from WFCL.

**Oversupply of Training in Certain Professions.** In some traditional professions, there may be an oversupply of training. The evaluator recommends that World Education set up a the market feasibility studies of demand as soon as possible, as well as conduct training to see whether it is possible to diversify the offerings of vocational training and apprenticeships at the end of the project.

### **8.3 EFFICIENCY**

**Monitoring Working Children.** The project should develop an easy and straightforward tool for monitoring work that CLEFs can use to monitor children's work status on weekends and holidays. The follow-up forms should be computerized to provide aggregated data on dropout and children's work status. Since individual forms have been filled out every trimester to follow up on the children, and these forms are piling up in the NGO offices, the project should determine whether all of them should be computerized; It may be more efficient to computerize only the most recent ones to gain a quick overview of the project's current situation.

**Selection of Children.** Because of the level of poverty, most community members may be eligible for services. It is very difficult for CLEFs to determine which children are more vulnerable than others. The evaluator recommends that the project personnel closely monitor the selection process and strive to select the most vulnerable children.

**Timeline of Project.** The targeted regions were each affected differently by the political instability in the area, which has led to varying paces of implementation. For example, the Forest region was a politically sensitive geographic zone, and project implementation could not progress as quickly there as elsewhere. Therefore, different actors have different needs in terms of a possible extension of the project. The evaluator recommends that the NGOs and their partners discuss the possible need to ask for an extension of project activities to reach targets. The project should not accelerate the pace of implementation by reducing implementation quality.

### **8.4 IMPACT AND SUSTAINABILITY**

**Exit Strategy.** The project's exit strategy is centered on the transfer of capacities to local institutions. The implementation of this strategy was already initiated at project start with the setup and/or training of CLPs, CLEFs, and APEAEs. However, it is not yet clear to what extent all of these local institutions will be capable of continuing the project's work. The project should develop a very clear exit strategy, especially regarding the future financing of these institutions' activities. Future projects should evaluate the possibility of integrating income-generation activities for project beneficiaries' parents and caregivers to compensate the opportunity costs lost when children are withdrawn from work.

**Cooperation with Government Institutions.** The project has not been able to cooperate with government institutions because of constraints on direct collaboration imposed by the U.S. Government. When the constraints on direct collaboration with the new government in Guinea are lifted, it is important to prioritize the establishment of strong cooperation links, both at central and decentralized levels. The project coordination committee should be helpful in this task.

**Monitoring Database.** The FieldLink database is project-specific and mostly used for reporting purposes, rather than as a monitoring tool. Users, in cooperation with SageFox, should seek ways to make this a tool in project monitoring work, and seek ways to convert it to a database that can be used by stakeholders, especially the local NGOs, after the project ends.

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## **ANNEXES**

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## ANNEX A: LISTS OF INTERVIEWS AND VISITS

Date	Activities	Place
01/02/11	<ul style="list-style-type: none"> <li>• Arrival.</li> </ul>	Conakry
01/03/11	<ul style="list-style-type: none"> <li>• Initial briefing and organization of itinerary.</li> <li>• Interview with a journalist GROUMPEG (<i>Groupe Media pour la Promotion des Filles</i>).</li> <li>• Interview with ChildFund.</li> <li>• Interview Plan International.</li> </ul>	Conakry
01/04/11	<ul style="list-style-type: none"> <li>• Initial interview with WE project director.</li> <li>• Interview with UNICEF protection and education officers.</li> <li>• Interview USAID (5 staff).</li> <li>• Interview with director of COLTE (<i>Coalition des ONG de Protection et de Promotion des Droits de l'Enfant Luttant Contre la Traite</i>).</li> </ul>	Conakry
01/05/11	<ul style="list-style-type: none"> <li>• Interviews and focus groups at the Transit Center Kindia—Dubreka (director of the center—5 management committee members—11 children).</li> <li>• Interviews at the Nafa Center at Tanane (multiple group interviews, including Nafa staff and beneficiaries, APEAE and CLEF staff members—a total of 45 people participating, of which 18 were Nafa center beneficiaries).</li> <li>• Interviews with 25 children attending literacy classes.</li> </ul>	Kindia
01/06/11	<ul style="list-style-type: none"> <li>• Interview with staff from World Education-Kindia; 3 interviewees.</li> <li>• Interviews with staff from SABOU-Guinée (local NGO partner); 4 interviewees.</li> <li>• Interview with staff from CAM (local NGO partner); 4 interviewees.</li> </ul>	Kindia
01/07/11	<ul style="list-style-type: none"> <li>• Interview Federation Deng Dy (FDD—NGO partner), 5 interviewees.</li> <li>• Participation at a community meeting at N'Dena Centre.</li> <li>• Interviews at Faranah Transit Centre (1 staff, 3 children).</li> </ul>	Dabola—Faranah
01/08/11	<ul style="list-style-type: none"> <li>• Interviews ChildFund Faranah (2 staff).</li> <li>• Interview with APIC NGO (4 staff).</li> <li>• Interview with the vice director of a primary school.</li> <li>• Interview at a Nafa center (23 children interviewed).</li> <li>• Interview CLEF (7 committee members interviewed).</li> </ul>	Faranah
01/09/11	<ul style="list-style-type: none"> <li>• Interview Plan International (5 staff).</li> <li>• Interview Monde des Enfants NGO (4 staff).</li> </ul>	Kissidougou

<b>Date</b>	<b>Activities</b>	<b>Place</b>
01/10/11	<ul style="list-style-type: none"> <li>• Interview INADER (17 persons interviewed, included 6 CLP committee members, 7 INADER staff and other project-related staff).</li> <li>• Interviews at transit center (1 staff; 3 children).</li> <li>• Sessions of multiple group interviews, combining 20 persons at Dorota (teachers, vocational training employers, beneficiaries, CLEF members, female role models, APEAE members, and community leaders). Each group was interviewed separately.</li> <li>• Interviews at CAAF (4 teachers, 15 students).</li> <li>• Sessions of multiple interviews, combining 37 persons at Horoya (teachers, vocational training employers, beneficiaries, CLEF members, female role models, APEAE members, and community leaders).</li> <li>• Interviews at a community meeting, 18 people, including literacy teachers and learners, former transit center students, female role models and community leaders.</li> </ul>	N'Zérékoré
01/11/11	<ul style="list-style-type: none"> <li>• Sessions of multiple interviews, combining 19 persons (teachers, beneficiaries, CLEF members, female role models, APEAE members, and community leaders).</li> <li>• Visit to diamond mines.</li> <li>• "Surprise" visit to Nafa center, informal discussion with 10 learners and 1 teacher.</li> </ul>	Bonodou (Guéckédou)
01/12/11	<ul style="list-style-type: none"> <li>• Sessions of multiple interviews, combining 18 adults (teachers, CLEF members, female role models, APEAE members, and community leaders), and about 15 children.</li> </ul>	Yende Bawa
01/13/11	<ul style="list-style-type: none"> <li>• Return to Conakry.</li> </ul>	Conakry
01/14/11	<ul style="list-style-type: none"> <li>• Stakeholder meeting.</li> <li>• Final interview and wrap-up meeting with the Director of Project, World Education.</li> </ul>	



## **ANNEX B: TERMS OF REFERENCE**

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### **Terms of Reference for the Independent Midterm Evaluation of the Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Program in Guinea**

Cooperative Agreement Number:	IL-17766-08-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	World Education
Dates of Project Implementation:	September 30, 2008 to September 29, 2011
Type of Evaluation:	Independent Midterm Evaluation
Evaluation Fieldwork Dates:	January 3–17, 2011
Preparation Date of TOR:	October 5, 2010
Total Project Funds from USDOL Based on Cooperative Agreement:	US \$3,500,000 Matching funds: US \$364,665
Vendor for Evaluation Contract:	ICF Macro, Headquarters 11785 Beltsville Drive Calverton, MD 20705 Tel: (301) 572-0200 Fax: (301) 572-0999

## **I BACKGROUND AND JUSTIFICATION**

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. Government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$780 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services;
2. Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school;

3. Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research and the collection of reliable data on child labor; and
5. Ensure the long-term sustainability of these efforts.

The approach of USDOL child labor elimination projects—decreasing the prevalence of exploitive child labor through increased access to education—is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

USDOL reports annually to Congress on a number of indicators. As these programs have developed, an increasing emphasis has been placed on ensuring that the data collected by grantees is accurate and reported according to USDOL definitions.

In the appropriations to USDOL for international child labor technical cooperation, the U.S. Congress directed the majority of the funds to support the two following programs:<sup>13</sup>

## **1 International Labour Organization’s International Programme on the Elimination of Child Labor (ILO-IPEC)**

Since 1995, the U.S. Congress has earmarked some \$450 million to support the International Labor Organization’s International Program on the Elimination of Child Labor (ILO-IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO-IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; less comprehensive Country Programs; sector-specific projects; data collection and research projects; and international awareness raising projects. In general, most projects include “direct action” components that are interventions to remove or prevent children from involvement in exploitive and hazardous work. One of the major strategies used by IPEC projects is to increase children’s access to and participation in formal and nonformal education. Most IPEC projects also have a capacity-building component to assists in building a sustainable base for long-term elimination of exploitive child labor.

## **2 Child Labor Education Initiative**

Since 2001, the U.S. Congress has provided some \$269 million to USDOL to support the Child Labor Education Initiative (EI), which focuses on the elimination of the worst forms of child labor through the provision of education opportunities. These projects are being implemented by a wide range of international and non-governmental organizations as well as for-profit firms. USDOL typically awards EI cooperative agreements through a competitive bid process.

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<sup>13</sup> In 2007, the U.S. Congress did not direct USDOL’s appropriations for child labor elimination projects to either of these two programs. That year, USDOL allocated \$60 million for child labor elimination projects through a competitive process.

EI projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The EI is based on the notion that the elimination of exploitive child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of work and/or a specific region(s) or support a national Timebound Program that aims to eliminate the worst forms of child labor in multiple sectors of work specific to a given country.

## **Other Initiatives**

Finally, USDOL has supported \$2.5 million for awareness-raising and research activities not associated with the ILO-IPEC program or the EI.

## **Project Context**

In Guinea, children are mostly engaged in agriculture, including subsistence farming, herding, fishing, and the production of crops, as well as domestic service. Boys and girls work in the diamond and gold mines, and are exposed to hazardous conditions and work. In urban areas, children work in the informal sector in vending and transportation. Girls perform domestic labor, carry heavy loads, and are not paid for their work. Children who work are reportedly beaten and sexually exploited. Guinea is also a source, transit, and destination country for trafficking in children. Most children are trafficked internally, with boys being trafficked for forced labor and girls for forced domestic labor and sexual exploitation. Children are also trafficked to neighboring countries for domestic labor, mining work and sexual exploitation, and to Europe for sexual exploitation.<sup>14</sup>

USDOL has provided US\$8,500,000 to combat exploitive child labor in Guinea, as well as an additional US\$5,000,000 on a regional effort in West Africa that included Guinea.<sup>15</sup> Prior to the SELECT project, the Government of Guinea and Save the Children US collaborated on a USDOL-funded 4-year US\$4 million project that ended in September 2008. This project withdrew 3,594 and prevented 1,206 children from exploitive labor in agriculture, domestic service, small-scale mining, and commerce by providing formal and nonformal education.<sup>16</sup>

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<sup>14</sup> USDOL, “U.S. Department of Labor’s 2008 Findings on the Worst Forms of Child Labor,” Guinea country report, p. 164.

<sup>15</sup> USDOL, “Project Status – Africa,” [http://www.dol.gov/ilab/projects/sub-saharan\\_africa/project-africa.htm](http://www.dol.gov/ilab/projects/sub-saharan_africa/project-africa.htm).

<sup>16</sup> USDOL, “US Department of Labor’s 2008 Findings on the Worst Forms of Child Labor,” Guinea country report, p. 165.

### USDOL-Funded Projects in Guinea

Years	Grantee	Project	Amount
2002–2006	ILO-IPEC	West Africa Cocoa/Commercial Agriculture Program to Combat Hazardous and Exploitive Child Labor (WACAP) in Cameroon, Côte d'Ivoire, Ghana, Guinea, Nigeria	\$5,000,000
2004–2008	Save the Children US	Combating Exploitive Child Labor through Education in Guinea (CCLEE)	\$4,000,000
2008–2011	World Education	Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Program	\$3,500,000
<b>TOTAL Guinea and Regional</b>			<b>\$12,500,000</b>
<b>Guinea Only Total</b>			<b>\$7,500,000</b>
<b>*Regional Total</b>			<b>\$5,000,000</b>

The Government of Guinea has ratified ILO Conventions 182 and 138, and is an ILO-IPEC participant country. The minimum age for employment is 16, though children may take apprenticeships starting at age 14, and may perform certain agricultural activities as young as age 12, with approval from a labor inspector. Children younger than 18 may not work at night, or more than 12 hours a day, and children under 16 may not work in mines or quarries, except as assistants. However, penalties for violations of these laws only range from eight days to two months in jail, and the US Department of State finds that the Government of Guinea lacks the resources to enforce and prosecute child labor violations. The law also prohibits trafficking in persons and provides for a maximum imprisonment of 10 years for trafficking in persons violations.<sup>17</sup>

In 2008, Guinea's Child Code went into law, and includes numerous provisions for child labor, the worst forms of child labor, and trafficking of children. The Government works with NGOs to provide services to victims of trafficking, and participated in two recent USAID-funded projects to address trafficking in the country. One of these projects, which ended in August 2010, was implemented by World Education for US \$345,000 to establish a national database on trafficking and anti-trafficking efforts. This project also provided recovery efforts for 160 child victims and prevention, situational improvement and protection efforts for 650 vulnerable and at-risk children, and tested models of delivering services through government-sponsored Local Child Family Protection Councils and parents' associations.<sup>18</sup>

### Stop Exploitive Labor and Educate Children for Tomorrow (SELECT) Project in Guinea

On September 30, 2008, World Education received a 3-year Cooperative Agreement worth \$3.5 million from USDOL to implement an EI project in Guinea, aimed at withdrawing and preventing children from exploitive child labor by expanding access to and improving the quality of education and supporting the five goals of the USDOL project as outlined above.

<sup>17</sup> Ibid, p. 164-165.

<sup>18</sup> Ibid., p. 165.

World Education, in association with Plan International USA, ChildFund International and SageFox Consulting Group, was awarded the project through a competitive bid process.

As stipulated in the Cooperative Agreement, the project targets 3,930 child beneficiaries who were children engaged in exploitive child labor, with a focus on trafficking, and an additional 3,930 children at risk of exploitive child labor, including trafficking, by providing direct educational services, vocational training, and other services. The project will focus on the sectors of domestic labor, agriculture (cotton, coffee, cocoa, and cashew), mining (gold and diamonds), granite quarrying, sand quarries, mangrove wood, the informal sector, and commercial sexual exploitation. Direct services will be provided to children in the regions of Kindia, N'Zérékoré, and Faranah. The project goal is to reduce the engagement of children in the worst forms of child labor through the following objectives:

- Withdraw and prevent children from exploitive child labor.
- Strengthen country capacity to combat exploitive child labor and promote education.
- Raise awareness on exploitive child labor and the importance of education.
- Support research and data collection on exploitive child labor.

Some of the project's approaches and strategies to its direct interventions, awareness raising, and capacity building include:

- Offer educational services, including: formal education (e.g., primary school), nonformal education (e.g., NAFA centers, vocational training centers, rehabilitation centers), scholarships, apprenticeships, and tutoring.
- Refer children and provide support to existing recovery and rehabilitation centers and establish transit centers.
- Provide training to cross-border police on child trafficking.
- Conduct awareness-raising campaigns on the importance of education, and the dangers of child labor and child trafficking.
- Conduct school feeding activities that include school lunches for vulnerable children.
- Disseminate project success stories in the national media.
- Increase household income through livelihoods training.
- Identify children at risk of exploitive child labor and trafficking.
- Create/revitalize community based structures for child protection.
- Train and mobilize child protection committees (who will partner with local authorities).

- Train the *police des mœurs*.
- Conduct research on exploitive child labor and child trafficking to inform project activities.

## **II PURPOSE AND SCOPE OF EVALUATION**

OCFT-funded projects are subject to midterm and final evaluations. The SELECT project in Guinea went into implementation in September 2008 and is due for midterm evaluation in 2010.

### **Scope of Evaluation**

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with World Education. All activities that have been implemented from project launch through time of evaluation fieldwork should be considered. The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation should address issues of project design, implementation, management, lessons learned, and replicability and provide recommendations for current and future projects. The questions to be addressed in the evaluation (provided below) are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population.

### **Midterm Evaluation Purpose**

The purpose of the midterm evaluation is to:

1. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government.
2. Determine whether the project is on track toward meeting its objectives and identify the challenges encountered in doing so.
3. Provide recommendations toward how the project can successfully overcome challenges to meet its objectives and targets by the time of project end.
4. Assess the effectiveness of the project's strategies and the project's strengths and weaknesses in project implementation and identify areas in need of improvement.
5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and identify steps that can be taken to enhance the sustainability of project components and objectives.

The evaluation should also identify emerging lessons learned, potential good practices, and models of intervention that will serve to inform future child labor projects and policies in Guinea and elsewhere, as appropriate. It will also serve as an important accountability function for

USDOL and World Education and provide direction in making any revisions to workplans, strategies, objectives, partnership arrangements, and resource allocations that may be needed in order for the project to increase its effectiveness and meet its objectives. Recommendations should focus on ways in which the project can move forward in order to reach its objectives and make any necessary preparations or adjustments in order to promote the sustainability of project activities. The evaluation should also assess government involvement and commitment in its recommendations for sustainability.

## **Intended Users**

This midterm evaluation should provide USDOL, World Education, and other project stakeholders an assessment of the project's experience in implementation and its impact on project beneficiaries. USDOL/OCFT and World Education management will use the evaluation results as a learning tool regarding the relevance of the approach and strategy being used by the project. The evaluation results should also be used by World Education, the Government of Guinea and other current or potential partners to enhance effectiveness in the implementation. Therefore, the evaluation should provide credible and reliable information in order to suggest how the project could enhance its impact during the remaining time of implementation, ensuring the sustainability of the benefits that have been or will be generated.

The final report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

## **Evaluation Questions**

Specific questions that the evaluation should seek to answer are found below, according to five categories of issues. Evaluators may add, remove, or shift evaluation questions, but the final list will be subject to approval by USDOL and ICF Macro.

### **Relevance**

The evaluation should consider the relevance of the project to the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL. Specifically, it should address the following questions:

1. Have the project assumptions been accurate and realistic? How, if applicable, have critical assumptions been changed?
2. Does the project design seem to be adequately supporting the five EI goals? If not, which ones are not being supported and why not?
3. What are the project's main strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL, including trafficking? Please assess the relevance of these strategies.

4. What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country? (i.e., poverty, lack of educational infrastructure, lack of demand for education, etc.) Has the project been successful in addressing these obstacles?
5. Is the project design appropriate for the cultural, economic, and political context in which it works?
6. How has the project design fit within existing initiatives, both by the government and other organizations, to combat child labor?
7. Please assess the relevance of the project's criteria for selecting action program regions and sectors and subsequently project beneficiaries.
8. What other major design and/or implementation issues should be brought to the attention of the grantee and DOL?

### **Effectiveness**

The evaluation should assess the extent to which the project has reached its objectives, and the effectiveness of project activities in contributing toward those objectives. Specifically, the evaluation should address:

1. At midterm, is the project on track in terms of meeting its targets/objectives? If not, what seem to be the factors contributing to delays and how far behind are they in terms of target numbers and objectives?
2. At midterm, has the project successfully targeted trafficking victims in addition to children in exploitative child labor?
3. The project was initially delayed due to the 2008 coup. At midterm, where are the delays most apparent? Will the project achieve its purpose with the remaining time it has left?
4. Assess the effectiveness of the "direct action" interventions, including the education interventions provided to children (i.e., NAFA/TWIN and NFE centers, vocational training, transit centers, school feeding and supplies assistance, and primary schools). Did the provision of these services results in children being withdrawn/prevented from exploitive child labor/trafficking and ensure that they were involved in relevant educational programs?
5. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children *prevented* and *withdrawn* from labor/trafficking.
6. Assess the effectiveness of the specific models (Push/Pull approach, NFE and NFE Bridge Centers, transit and rehabilitation centers) on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.



7. Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (trafficking, domestic labor, agriculture, mining, granite quarrying, and commercial sexual exploitation)? In a larger sense, did they accurately identify the worst forms of child labor in the country? How effective has the project been at identifying, referring and providing services to victims of trafficking specifically?
8. Are there any sector-specific lessons learned regarding the types and effectiveness of the services provided?
9. What monitoring systems does the project use for tracking the work status of children? Is it feasible and effective? Why or why not? How does the project monitor work status after school and during holidays?
10. What are the management strengths, including technical and financial (controls), of this project?
11. What management areas, including technical and financial, need to be improved in order to promote success in meeting project objectives?

### ***Efficiency***

The evaluation should provide analysis as to whether the strategies employed by the project were efficient in terms of the resources used (inputs) as compared to its qualitative and quantitative impact (outputs). Specifically, the evaluation should address:

1. Is the project cost-efficient in terms of the scale of the interventions, and the expected direct and long-term impact?
2. Were the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?
3. Was the monitoring and reporting system designed efficiently to meet the needs and requirements of the project? How efficient is the FieldLink system for monitoring children? Are all children entered into the system in an efficient and accurate way? If not, what seems to be the main inhibitors to accurate and timely monitoring?
4. How efficient are the school feeding programs? Are they adequately staffed and funded?

### ***Impact***

The evaluation should assess the positive and negative changes produced by the project—intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country—as reported by respondents. Specifically, it should address:

1. What appears to be the project's impact to date, if any, on individual beneficiaries (children, parents, teachers, etc.)?

2. How has the project enhanced targeted communities' awareness on laws against child trafficking, labor, exploitation and the importance of education?
3. What appears to be the project's impact to date, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee, etc.)? Has the project contributed to better collaboration between civil society and community based organizations (CBOs) in combatting child exploitation and child trafficking?
4. What appears to be the project's impact to date, if any, on government and policy structures in terms of system-wide change on education and child labor issues?
5. If applicably, assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and nonformal interventions). How has the education quality improvement component been received by the government and the communities?
6. Are there any emerging trends or issues that the project should and/or could respond to in order to increase the impact and relevance of the project? Are there any emerging opportunities to take the work further/have greater impact?
7. At midterm, are there good practices by the project or the implementing partners that might be replicated in other areas, or considered to be innovative solutions to the current situation?

### ***Sustainability***

The evaluation should assess whether the project has taken steps to ensure the project's approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations and/or the government, and identify areas where this may be strengthened. Specifically, it should address:

1. Have an exit strategy and sustainability plan been integrated into the project design? Will it likely be effective?
2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?
3. What have been the major challenges and successes in initiating and maintaining partnerships in support of the project, including with other USDOL-funded projects?
4. Assess the level of involvement of local/national government in the project and how this involvement has built government capacity and commitment to work on child labor elimination. How effective has the project been at incorporating project goals at the local level without incorporating national level officials?

5. What have been the major challenges and opportunities, if any, of initiating and maintaining coordination with the host country government, particularly the Inter-ministerial Committee to Combat Human Trafficking, the National Directorate of Child Protection, and the Ministry of Education and Scientific Research, as well as other government agencies active in addressing related children's issues?
6. What have been the major challenges and opportunities, if any, of implementing coordination with the ILO-IPEC?
7. What have been some of the challenges and opportunities in working with international and/or multilateral organizations?
8. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?
9. Was SELECT's approach to building capacity in partners effective? If yes, how was it effective? How has the project contributed or reinforced/strengthened the involvement of women members of CBOs in decision-making within the community?
10. What additional steps need to be taken in order to promote the sustainability of project components?
11. The project has revitalized several child labor initiatives (such as the school feeding programs and the CLEFs). How sustainable are these revitalizations, and what has the project done to prevent these initiatives from relapsing into non-functioning programs?
12. How integrated are the village literacy programs in the communities in which they are implemented? How likely are these programs to be sustainable once the project ends?

### **III EVALUATION METHODOLOGY AND TIMEFRAME**

The evaluation methodology will consist of the following activities and approaches:

#### **A Approach**

The evaluation approach will be primarily qualitative in terms of the data collection methods used since the timeframe does not allow for quantitative surveys to be conducted. Quantitative data will be drawn from project reports to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. However, project staff and/or implementing partners will be present in meetings with stakeholders, communities and beneficiaries to provide introductions. Also, in view of the volatile security situation, project staff will accompany the evaluator during the fieldwork travel. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.

2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor and UNICEF principles for ethical reporting on children.<sup>19</sup>
3. Gender and cultural sensitivity will be integrated in the evaluation approach. In this regard, the fieldwork will avoid conducting interviews and meetings on Fridays in Muslim-dominated areas (and/or only do so until the hour of prayer). Also, flexibility with regards to time will be shown, as several factors may affect scheduling (including the isolation of communities, difficult access, community /society habits).
4. In general, consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments to the made for the different actors involved and activities conducted and the progress of implementation in each locality.

## **B Midterm Evaluation Team**

The evaluation team will consist of the international evaluator and local interpreters who are fluent in relevant local languages and French, and who will be recruited in each locality as needed for translation. One member of the project staff will travel with the team to make introductions. This person is not directly involved in the evaluation process.

The international evaluator is Bjorn Nordtveit. He will be responsible for developing the methodology in consultation with ICF Macro and the project staff; assigning the tasks of the interpreters for the field work; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter/s in each provincial locality is to ensure that the evaluation team is understood by the stakeholders as far as possible, and that the information gathered is relayed accurately to the evaluator.

## **C Data Collection Methodology**

Within the framework of USDOL and World Education's goals for the evaluation, attention will be paid to issues of quality of the interventions provided to child victims of trafficking and exploitation who have benefited from the project; the degree of understanding of child labor and protection issues on the part of project implementers, beneficiaries, communities, and other stakeholders; the degree of collaboration between civil society and community based

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<sup>19</sup> See: <http://www.ilo.org/ippecinfo/product/viewProduct.do?productId=3026> and [http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)

organizations (CBOs) in combating child exploitation and child trafficking; as well as the effectiveness of SELECT's approach to building capacity in partners.

The evaluation methodology, in keeping with these goals, consists of the following activities and approaches:

- Document Review: Analysis of all documents pertinent to project design and implementation
- Interviews with multiple project stakeholders at all levels, including implementers, local government officials, community leaders, children, teachers, and parents
- Debriefing with project stakeholders and interested parties (see paragraph on stakeholders' meeting)

Written documentation of the evaluation:

- A draft report will be submitted
- Review and comments by readers of draft report (including project staff at local and international levels)
- Final report

## **1 Document Review**

Project-related documents will be read, as will other materials that give a contextual appreciation of Guinea with respect to existing national policies and frameworks, economic and political situation, and other issues of potential importance. The pre-field visit preparation includes extensive documents review, including monitoring of the political situation in Guinea, to better understand the context in which the project has been working. During the fieldwork, documentation will be collected and verified.

The documents include: Project document and revisions, the project's cooperative agreement, technical progress and status reports, project logical frameworks, monitoring plans, and work plans, correspondence related to technical progress reports, USDOL management procedures and guidelines, as well as research or other reports undertaken (baseline studies, etc.), and project files (including beneficiaries' records) as appropriate.

## **2 Question Matrix**

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how the evaluation team is going to allocate time in the field. It will also help the evaluator to ensure that he is exploring all possible avenues for data triangulation and to clearly note where the evaluation findings are coming from.

### **3     *Field Visits***

Visits will be conducted to a sample of project sites. The choice will be based on stratified sampling and will include some sites where the project experienced successes and others that encountered challenges, as well as a cross section of sites across targeted child labor sectors. In view of the political and security situation of the country, the selection of sites will also be dependent on security and access issues. During the visits the evaluator will observe the activities and outputs developed by the project. Focus groups with children and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers. If possible, the implementation region of N'Zerkore as well as one other region (of three implementation regions) should be visited. The evaluator in consultation with the project staff should develop the itinerary, in order to maximize the time in the field (and reduce the transport time). Besides interacting with stakeholders, an important part of the field visits is to observe the project in process and verify its activities.

### **4     *Interviews with stakeholders***

Open-ended and semi-structured interviews will be held with as many project stakeholders as possible. Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. It is anticipated that meetings will be held with:

- ILAB/OCFT Staff
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Local Government Officials
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (children withdrawn and prevented and their parents)
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- Labor Reporting Officer at U.S. Embassy and USAID representative

As appropriate, some of the interviewed beneficiary children may be asked to draw pictures of a certain aspect of the project and/or their lives (e.g., what are you doing in your free time? what has the project changed in your life?). The evaluator will then establish a dialogue with the children based on various aspects of their drawings. The evaluator will take pictures of the drawings to use them in the subsequent analysis (the children will keep their drawings).

The interviews will be based on unstructured and semi-structured questions, and conducted in an interactive, dialogical manner. The results of the findings from the field will be further probed and investigated with key informants, both related and unrelated to the project.

## **D Ethical Considerations and Confidentiality**

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff will accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

## **E Stakeholder Meeting**

Following the field visits, a stakeholders' meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary finding and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders will be prepared to guide the discussion and possibly a brief written feedback.

The agenda is expected to include some of the following items:

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not met to present their views on progress and challenges in their locality
4. Group work on strengths, weaknesses, opportunities, and threats in regards to the project implementation
5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

## **F Limitations**

The in-country fieldwork for the evaluation will last two weeks and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating the findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges. This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in

interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

## **G Timetable and Workplan**

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

<b>Activity</b>	<b>Responsible Party</b>	<b>Proposed Date(s)</b>
Phone interview with DOL and Grantee Staff/Headquarters	ICF Macro, DOL, Grantee, Evaluator	November
Desk Review	Evaluator	November to December
Finalize TOR and submit to Grantee and DOL	DOL/ICF Macro/Evaluator	December 4
Question matrix and instruments due to ICF Macro/DOL	Evaluator	December 10
International Travel		January 1
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	January 3
Field Site Visits	Evaluator	January 5-13
National Stakeholder Meeting		January 14
International Travel		January 15
Post-evaluation debrief call with DOL		January 20
Draft report to ICF Macro for QC review	Evaluator	February 6
Draft report to DOL and Grantee for 48 hour review	ICF Macro	February 10
Draft report released to stakeholders	ICF Macro	February 14
Comments due to ICF Macro	DOL/Grantee and Stakeholders	March 1
Report revised and sent to ICF Macro	Evaluator	March 10
Revised report sent to DOL	ICF Macro	March 13
Final approval of report	DOL	March 27
Finalization and distribution of report	ICF Macro	March 31

## **IV EXPECTED OUTPUTS/DELIVERABLES**

Ten working days following the evaluator's return from fieldwork, a first draft evaluation report will be submitted to ICF Macro. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms



- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and three key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Relevance
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- VII. Effectiveness
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- VIII. Efficiency
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- IX. Impact
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- X. Sustainability
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- XI. Recommendations and Conclusions
  - A. Key Recommendations—critical for successfully meeting project objectives
  - B. Other Recommendations—as needed
    - 1. Relevance
    - 2. Effectiveness
    - 3. Efficiency
    - 4. Impact
    - 5. Sustainability
- XII. Annexes—including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be a minimum of 30 pages and a maximum of 45 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports

as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

**After returning from fieldwork, the first draft evaluation report is due to ICF Macro on February 6, 2011, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on March 10, 2011, as indicated in the above timetable. All reports including drafts will be written in English.**

## **V EVALUATION MANAGEMENT AND SUPPORT**

ICF Macro has contracted with Bjorn Nordtveit to conduct this evaluation. Dr. Nordtveit has over a decade of experience in evaluation, research, planning and project management with the United Nations, the U.S. Government and the World Bank. He has conducted midterm and final evaluations of USDOL-funded projects in Guinea, DRC, Cambodia, among other countries, and is currently drafting a thematic report on the use of vocational training in the USDOL-funded child labor elimination projects. He is fluent in English, French, Lao, and Norwegian, with solid work experience from various African, Asian and Middle-Eastern countries. Dr. Nordtveit holds a PhD from the University of Maryland in International Education Policy and is currently a Professor at the University of Hong Kong specializing in issues of education support to vulnerable populations and children working in the worst forms of child labor. The contractor/evaluator will work with OCFT, ICF Macro, and relevant World Education staff to evaluate this project.

ICF Macro will provide all logistical and administrative support for their staff and sub-contractors, including travel arrangements (e.g., plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials needed to provide all deliverables. ICF Macro will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

# **ANNEX C: PRESENTATION AT STAKEHOLDERS' MEETING AND RESULTS OF GROUP WORK**

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**Projet SELECT Guinée  
Évaluation à Mi-parcours  
1–14 Janvier 2011  
Bjorn H. Nordtveit**

## **Plan de Présentation**

Objectifs de l'évaluation  
Déroulement et méthodologie  
Les résultats de l'évaluation  
Stratégie et objectifs du projet  
Les réalisations du projet  
Partenariat et coordination  
Impact et pérennisation  
Conclusion  
Les questions pour les travaux de groupe

## **Objectifs de l'Évaluation**

Assister les acteurs à capitaliser sur les leçons apprises  
Aider le USDOL pour identifier des bonnes pratiques qui peuvent être utilisées ailleurs  
Vérifier si les objectifs du projet sont réalisés  
Vérifier le progrès dans la situation des enfants bénéficiaires du projet

## **Déroulement de l'Évaluation**

Visites, observations, discussions informelles et interviews avec :

- Le personnel du projet, les partenaires (ONG)
- Les membres des APEAEs, des CLEFs, les femmes rôle modèles, les élèves et des enseignants des écoles, les AV, les centres NAFA et CAAF, et les centres de transit
- Les élus locaux, les partenaires communautaires (sages...)

## **Méthodologie**

Questions ouvertes sur le projet, sur les pratiques locales de travail d'enfants, et sur l'éducation des enfants

## **La Stratégie du Projet**

### *Les forces*

Une utilisation de trois différentes ONGs qui se complètent dans les domaines de l'éducation et de la protection

Une utilisation des ONGs locales sélectionnées avec l'utilisation de faire-faire

Une approche basée sur le renforcement des capacités au niveau des APEAEs et des CLEFs

### *Les faiblesses*

Quelques services se limitent aux activités scolaires et ne prennent pas en compte la situation de pauvreté des familles

Au niveau des écoles, il y a un manque d'activités de protection durant les vacances scolaires, les après-midi, et durant les week-ends

## **Les Réalisations du Projet**

La création, redynamisation et/ou sensibilisation des communautés, des APEAEs, des AMEs, des CLP et des CLEFs ont été fructueuse

L'utilisation des émissions radio

Amélioration des infrastructures, certains cantines scolaires...

Un travail d'identification et de suivi particulier des enfants victimes et à risque

Au niveau des écoles, Centres NAFA, formation professionnelle, et Centres de Transit

Organisation des fora sur la protection

Les initiatives de recherche-action sur la pauvreté et la protection des enfants

La mise en place des alternatives éducatives

Alphabétisation

Un travail d'outillage des bénéficiaires qui suivent une formation professionnelle

Un travail sur les services offerts aux bénéficiaires directs

Dans les écoles (bourses, mères modèles, cours de révision)

## **Les Faiblesses dans la Réalisation du Projet**

Les contraintes politiques ont limitée et/ou retardée la réalisation de certaines activités

La sensibilisation sur les registrations de naissance

Stratégies de pérennisation (avec le gouvernement)

Certains activités ne sont pas menés tel que décrit dans le document du projet (alphabétisation, stratégies sur la traite)

Les contraintes temporelles du projet

Le projet n'as pas pu réaliser toutes les objectives de mi-parcours

Le nombre d'enfants victimes du traite et d'exploitation sexuelle n'ont pas été atteints

### **APEAE**

(Re-) dynamisation des APEAE

Formation

Pérennisation

Certains APEAEs manquent un budget pour réaliser des activités

Quelques enfants risquent de quitter l'école faute des moyens de payer la contribution pour l'APEAE

### **AME**

Création des AME et formation en AGR

S'appuient sur les groupement féminins locaux

Donc possibilité d'impact et de pérennisation

Se limite à six communautés

Ne résout pas les problèmes de pauvreté des parents de tous les enfants vulnérables et victimes bénéficiaires du projet

### **Les Femmes Rôle Modèles**

Ont été sélectionnées par la communauté et sont formées par le projet

Donnent un suivi particulier aux enfants identifiés (surtout des filles)

Offrent un service d'enseignement sur les travaux scolaires, l'hygiène, le VIH/SIDA, etc.

Question de pérennisation...

### **CLEFs**

Ont été créés par les communautés avec l'aide du projet

Ont reçus des formations

Travaillent en partenariat avec les APEAEs

Sont très actives

Manquent un budget de fonctionnement et risquent de se décourager

### **Alphabétisation**

Identification des AV et formation de ces AV

Création d'un diplôme de réussite (autonomie en lecture, écriture et calcul)

Certains enfants ont été alphabétisés et orientés vers des métiers ou retournent à l'école formelle

Cependant, certains enfants retournent aussi au "point de départ"

## **Centres de Transit**

Offrent des services indispensables aux enfants de la rue, ou victime du traite, ou des abus particuliers

Services de santé offerts aux enfants

Formation psychosociale des monitrices

Cependant, certains enfants ont été identifiés chez eux et ne semblent pas avoir besoin d'un passage dans le centre de transit

## **NAFA/Métiers**

Redynamisation des centres existant (et même création d'un centre)

Formation des Comités de Gestion/contrats pour les maîtres

Equiperment pour les métiers

L'équipement (machines à coudre, outils de saponification) n'est néanmoins pas suffisant

En général, les métiers offerts sont très standardisés et ne répondent pas toujours aux nécessités du marché

Certains maîtres offrent des services plus variés

## **Ecoles Primaires**

Bourses (le nombre n'est toutefois pas suffisant)

Cours de révision (ont augmenté le taux de réussite)

Femmes rôle modèles

Suivi des APEAE et des CLEFs

Toutefois, la plupart des enfants continuent à travailler

Durant les après-midi, les week-ends, et les vacances scolaires

Toutefois, avec la sensibilisation des parents, il peut y avoir une réduction du temps et du poids du travail

## **Partenariat, Coordination, Management**

### *Forces*

Une bonne coordination entre les acteurs

Une bonne coordination avec d'autres organismes et projets (cantines scolaires, UNICEF...)

Un très bon logiciel pour la base des données

### *Faiblesses*

Manque de coordination officielle avec les services centraux et régionaux d'administration (du aux contraintes politiques)

Problème de gestion de la base des données (contraintes d'être connecté avant d'accéder à la base, retards dans la saisie, questions sur l'utilisation de la base)

### **Impact et Pérennisation**

Une sensibilisation des communautés

Une meilleure connaissance du phénomène de travail des enfants à tous les niveaux

L'existence des APEAEs et CLEFs améliore la possibilité de pérennisation

Des micro projets qui améliorent la scolarisation pour tous les enfants (infrastructure et cours de révision)

L'existence d'une stratégie d'exit

(Mais: est-elle suffisante?)

Un suivi des enfants victimes et à risque

(Mais: qu'est-ce qu'on fait maintenant?)

### **Conclusion**

Dans l'ensemble, les objectifs à mi-parcours ont été atteints et quelques objectifs ont même été dépassés

Néanmoins certains retards sont constatés (par exemple, étude de marche, curriculum pour les métiers...)

Des acquis un peu fragiles pour certaines réalisations qui méritent un suivi à plus long terme

AME, Alternatives Educatives, CLEFs, CLP, NAFA...

Conclusion: un bon projet avec des belles réalisations

### **Questions pour les Travaux de Groupe**

Les services fournis par le projet aux enfants à risque et victimes, sont-ils suffisantes pour les retenir à l'école, au centre NAFA, et/ou à l'apprentissage? Si non, comment faire pour les retenir? (Penser au pauvreté des familles...)

Comment s'assurer qu'il n'y a pas de déperdition scolaire suite aux nécessités de payer des cotisations à l'école demandé par les APEAEs?

Comment assurer un budget de fonctionnement aux CLEFs et minimiser les risques de découragement?

Comment peut-on améliorer et renforcer les initiatives éducatives (et/ou des jeux ou de travail adéquate) ayant lieu durant les week-ends, les après-midi et les vacances d'été dans les villages?

Quelles actions faut-il envisager pour la pérennisation des acquis du projet?

Comment s'assurer que la base des données servira effectivement d'outil de travail pour le personnel du projet?

## **Synthèse des Travaux de Groupe**

### **Groupe 1**

Les Services du projet ne sont pas suffisant...

Services supplémentaires identifiées

Démultiplication des cantines scolaires dans les autres régions

Aménagement et équipements des aires de jeux (Ecoles)

Dotation des écoles, centres de transit, corps de métiers en boîtes pharmaceutiques

Prise en charge des maîtres des corps de métiers

Appui à la mise en place des coopératives pour les enfants des corps de métier, après l'apprentissage

Promotion et développement des AGR, pour les parents des enfants vulnérables

Sensibilisation des parents sur l'éducation, et les droits des enfants

Mise en place des groupements, appui technique et financier

### **Groupe2**

*Réponses*

Amener les parents à payer les cotisations sans passer par les élèves

La gratuité de l'école n'est pas effective en Guinée

Faire un plaidoyer auprès de l'Etat et au niveau des bailleurs de fonds

La continuité de la formation des APEAE pour connaître leurs rôles et responsabilités

Le suivi de présence des élèves par les membres de l'APEAE

L'implication des parents dans le suivi des enfants à l'école

Le respect du délai de paiement des cotisations

### **Groupe 3**

*Consigne* : Comment assurer un budget de fonctionnement aux CLEFs et minimiser les risques de découragement ?

Recherche des agréments pour les CLEFs afin de leur reconnaissance légale

Elaboration d'un plan d'action opérationnel et suivi du budget

Elaboration d'un plan de mobilisation des ressources

Appui financier pour la réalisation du plan d'action à travers la signature des sous contrats

La formation des membres des CLEFs

Octroi des moyens de déplacement (vélos) pour faciliter le travail des clefs

Elargir le partenariat avec d'autres organisations



#### **Groupe 4**

- Organiser des cours de révision spécifiques (revue des cours de la semaine écoulée...)
- Organiser des cours de vacances
- Organiser des colonies de vacances pour les découvertes et échanges
- Organiser des concours de lecture-écriture, calcul (scolympiade)
- Développer les jeux traditionnels et culturels selon les localités, club d'enfants
- Organiser des rencontres sportives, des kermesses, théâtre, éducation physique...
- Amener l'enfant à participer/apprendre les travaux socialisant et hygiénique (linge, cuisine, lessive, nettoyage, jardinage)
- Créer et améliorer des aires de jeux et de manifestations culturelles, et de petits matériels sportifs
- Organiser des excursions touristiques et des visites d'échange

#### **Groupe 5**

- La formalisation des OCB (acquisition des documents juridiques agréments statuts et règlement intérieurs)
- L'intégration des CLEF et CLP dans le dispositif standard du ministère des affaires sociales et enfance, et ses partenaires
- Vulgarisation de ce dispositif
- Renforcement des capacités des OCB
- Initiation des AGR par les OCB
- Poursuite du renforcement des capacités des ONG nationales et leur appui institutionnel
- Accompagnement du matériel des enfants post-formation (centre NAFA, corps de métiers, centre de transit)

#### **Groupe 6**

- Déterminer les besoins d'information des agents par niveau afin de les automatiser ;
- Faciliter l'exportation des données de la base FieldLink vers d'autres logiciels (Excel, Access...)
- Impliquer les responsables de suivi évaluation dans la revue de la structure de la base de données
- Renforcer les capacités des utilisateurs de la base de données (connections, formation)
- Rendre disponible les clés USB Internet pour faciliter la connection

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## **ANNEX D: DOCUMENTS REVIEWED**

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*Code de protection des enfants* (Staff Ethical Guidelines)

Project monitoring guide

Project SGA (Solicitation for Grant Application)

Research reports from the project

SELECT Project Document

SELECT technical reports

SELECT TPRs

Statistics from project obtained during fieldwork

USDOL comments on TPRs

Various booklets produced by the project (Guide de Lecture, Calcul...)

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## ANNEX E: PHOTOS

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1. Despite the infrastructure projects, some schools still faced major challenges.



2. This school lost many books during the rainy season, when it was raining through the ceiling.



3. Two female role models—they each follow up on 10 girls.



4. Posters tried to fight corruption: This one discourages parents to offer cash-for-grades.



5. These beneficiaries learn to repair motorbikes; they showed the evaluator the apprenticeship contract.



6. Primary school children benefiting from the school supplies from the project.



7. Poster in front of the transit center.



8. Children from the neighborhood were encouraged to come to play with children at the transit center.



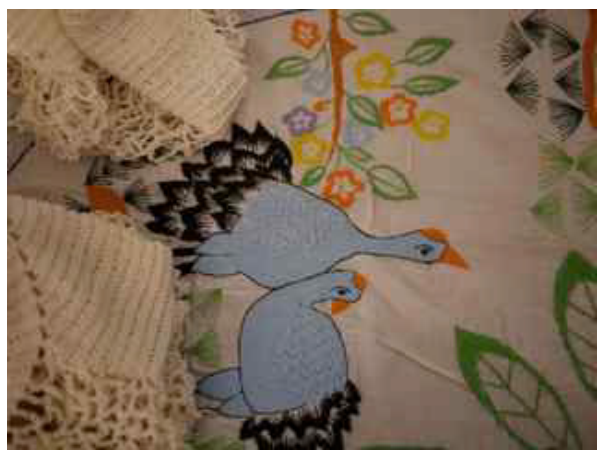
9. At the transit center, play and instruction were combined.



10. Nafa center soap production.



11. Supplies provided to a project-initiated and community-made Nafa center.



12. Nafa center production.